



2018 - 2021



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1. Introduction to RASI project

Every child has the right to get individually designed support for his/her studies. The needs of each child do vary, but every child should feel they are equal members of our society. This is a shared challenge for us educators around the world.

In RAS I project we have explored the challenges that the participating schools have in this field. Every country and school has chosen four matters in its school's special education which they try to develop during this project (= cases).

In our LTT seminars every country has presented one of their cases. The seminar participants have discussed each case and given some possible ideas for further work in that school. Naturally, all participating schools have also gained new ideas to develop their own work.

In LTT seminars we have also heard lectures on each school's cooperational network in the field of special education. We have also experienced how meaningful it is for pupil wellbeing that the educational culture in school is warm, caring and supportive. This means also respectful and warm relations among the staff of the school.

Education needs resources in our society and special education needs even more than mainstream education. Thus, it is clear that we tried to find answers that are not very costly.

We did agree that the most important matter for all children with special educational needs is that the educators truly care and listen what they need. We need empathy and empathy does not cost anything.

We proudly present these results of the work of our students and educators. Hopefully you will be able to find them useful in your own work as well.



RAISING RASI ASPIRATIONS



FOR



SOCIAL

INCLUSION



2. The cases of each participating country

- basic information of school +webpage address (teachers)
- Pictures (teachers)
- Goal of Rasi for this school (How is this formulated for lyseo?)
- Cases (teachers)
- Learning along the line...what special things we learned during this project (collection)
- Results
- Something nice (Everybody needs support!)

Romania

Centrul Școlar de Educație Incluzivă Alba Iulia

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The mission of our school is the education, recovery and social and professional integration of students with SEN.

The general activities that take place according to the national curriculum are supplemented by specific therapies carried out: psychodiagnosis, kinetotherapy, speech therapy, cognitive therapy, occupational therapy, ludotherapy.

Our instructive educational activity is organized as follows: primary and secondary education, home education and support education for children with SEN integrated in mainstream schools.

There are 54 teachers and 134 pupils (6- 18 years) . Our pupils have disabilities range from mild to moderate and severe. Some of them present disorders from the autistic spectrum, neuromotor disability, syndrome Down, socio-affective and/or learning and behavioural disorders.

School Year

Our school year starts in September and ends in the middle of June. The school year consisting of 34 weeks is divided into two semesters . All the pupils have on the average 40 lessons per week (20 lessons according to the national curriculum and 20 lessons complex and integrated educational therapy + specific therapies).

Goal of RASI for CSEI Alba Iulia

Our RASI-project goal has been to learn from the experience of our partners who come from different educational systems and find together new methods that should help SEN students integrate successfully into the society.

Cases from CSEI Alba Iulia

Case1. We started from the idea to adapt the Individual Development Plan (PIP) such that, to show the educational and therapeutical intervention according the individual needs of each pupil. We succeeded with the new form of PIP to insure a better collaboration with the parents, who are directly involved with the school team for the establishment of intervention objectives. At the end of this period the parents have to give us a feed-back about achieved goals.

The team work is more efficient now by the monthly meetings and establish the common objectives (teachers, therapists and family) for a short time, which can be measured and easily monitored.

Case 2. Regarding the handling of crisis situations caused of certain disruptive behaviours, we established particular programs of individualized assistance for the students involved, through which we

attempted to achieve the following aspects: awareness of violence acts upon ourselves and also upon others (colleagues, teachers, friends, parents) and improvement of self image. In addition, the students were encouraged to participate in a wide range of out of school activities in order to express themselves through theater, music, art or even sport.

Furthermore, we organized meetings with the parents, in order to understand properly the exact environment from which the problematic students are coming from. By this particular activity, we wanted to completely comprehend the issues that the parents are struggling with in the education of their children and we provided counseling meetings for the parents too in order to advise them in educating their children accordingly.

During this period we tried to increase the quality of the educational activity through more training courses for the teachers. In this scope, between 2018 and 2020, we provided the following courses:

- Inclusive school in the contemporary society, 44 teachers - 80% of the total amount
- Interactive way of learning and development of critical thinking - 80%
- Development of communication abilities regarding autistic disorders 40%
- Neurodevelopmental disorders- methods and techniques of handling the behaviours met in the classroom - 54.54 %

Case 3. The educational services for SEN students from mainstream schools were developed through a better cooperation between support teachers and class teachers. The support teachers from our school constantly help the class teachers in the process of curricular adaptation and they managed to make a good team, not only with the class teachers, but also with the children's family.

The mainstream schools are becoming more and more aware of the importance of the support teacher's work which is why there are more and more requests to be present in other schools as well.

From next year we plan to develop a pilot program to offer training for curriculum adaptation for children with SEN to mainstream schools where there are no support teachers .

Case 4. Home education has been and continues to be a challenge for us because we try to provide not only therapy and education, but also to look for socialization solutions for these children . In this sense, before the COVID pandemic we tried to get them involved in extracurricular activities that would give them the opportunity to get to know each other and spend time together. This is more difficult to achieve now, but the pandemic context has made online classes more advantageous for children living in remote geographical areas. Now the teachers have the opportunity to have a more flexible and efficient schedule with these children and to involve the family more in the educational and therapeutic act.

What has our school learned during this project?

From Sweden we have learned how the support teacher helps other teachers, not only the pupils; about adventure education and outdoor learning . The school can be a place where you feel „at home” and that creating a friendly atmosphere in school increases students` motivation for learning.

From England we have learned that the collaboration of the school management, the school staff, social services and the police successfully fights absenteeism and school dropout. When students feel safe, protected, validated and supported in a beneficial direction, they overcome their own limitations, find intrinsic motivation and experience success.

From Finland we have learned that „I can change something/ learning in peace/ well being” (words from Finnish school) and when there is a problem, there is a solution. The focus is on learning, not teaching and

the key words are RESPECT and TRUST and authentic communication, the well-being of all.

From Italy we learned about the importance of vocational education for vulnerable groups and how it's possible to valorify their skills and experiences.

Results

We have a new form a PIP, much more efficient and easily monitored, which emphasizes the collaboration between parents- teachers – therapists.

We are close to completing the arrangement of a room for cooking workshops for students and the school now offers a much friendlier atmosphere by decorating the interior walls.

With the help of counseling sessions for parents, they can deal with educational challenges and emotional / behavioral difficulties much easier.

An increase in the quality of didactic activity was recorded, a superior management of the entire group of children and a high interest for interactive teaching strategies, as well as an efficient approach to mentoring.

Sweden

Hedenäset Friskola, Övertorneå

<https://www.hfskola.com>

Mr Karl-Göran Lehto, Principal

Hietaniemi Friskoleförening; A Free School for children aged 6-16 years.

Altogether there are 11 teachers and 66 pupils in our school.

Our free school, that is a complement to ordinary public schools run by municipalities, are not run by any political issues, instead consists of a board of five persons who mostly are parents to children at our school and interested in developing and making the school to the very best for all children. No fee is to be paid for attending our school, since we receive fundings via the municipality like all public schools do. (from the government).

Since 2011 we live like we learn and give education according to our latest Swedish National Curriculum for children in primary and secondary school.

Pupils apply to our school either from our own municipality or from other schools outside...by a certain reason and mostly since there is a specific reason why they feel that they do not fit in or have other difficulties which make learning etc. hard, in public schools.

Quite a few are pupils with some kind of special needs. However, all pupils, despite problems, are integrated in mainstream classes, by reason.

In general, our profile is health, environment and Adventure of pedagogics...and moreover, music plays an important role in the work of integrating people and increasing self confidence.

Need to develop

- engage pupils` knowledge about their own learning to make school more fun.
- to make pupils interested in school work and feel that the school is something important.
- to make school, like the society in general, to be a social place and make sure every child is part of the social inclusion.
- Find different ways of teaching that will make school interesting and worth going to.

These needs have made us to work with the following cases, in the project, that we think will be vital in the process for our achievement, which are as follows:

- Subject integration
- Computer implementation
- Adventure of pedagogics
- Social integration

Cases

Case 1: Subject integrated teaching

This was really a challenge to make teachers of different subjects co-operate with one another, which indeed requires time to plan and come up with good ideas of how the work is to be planned and carried out. Moreover, there was a challenge to find pedagogs that felt like working together and find a common theme. The pupils have been involved in the start: preparations and the work has been evaluated and analysed.

Case 2: Computer implementation

Invested in buying individual computers for the 4 to 9 graders. Have had and will continue with education in computer skills, both for pupils and teachers. Used the computer as a pedagogical tool in learning/interaction and to get practical skills in using the computer, learning by

doing. Moreover, to make learning more fun. We are also about to make the access to the Internet better to provide frustration when the access bad or not working, which can have a negative impact both for teacher and pupils in learning, among other things.

Case 3: Adventure of Pedagogics

A pedagogical education for teachers on all levels to make learning more fun and easier by practical work in all subjects, not just theory as it is, mostly, in school today. Moreover, this art of pedagogics will focus on well being and interaction among pupils for self esteem and integration in school etc. which in the end hopefully will make school worth coming to and make school interesting. Finally this will help slow learners etc. to make progress and get skills, which maybe will not happened by just having theory for learning.

Practical ways of learning; learning by doing is a well known statement and this is something we really have copied for our next case i.e. Pedagogics of Adventure; a scientifically proven method of learning, but also includes health, social inclusion, preventing bullying, personal development etc. Having today's society in mind we see that this is a complement to other pedagogy, where the social part is essential in today's society, even on the basis of the curriculum, in order to have the conditions to develop in terms of knowledge.

Case 4: Social integration

Social integration; physical activities, mobile free school, questionnaires about well being etc., individual conversation, monitoring both in classes and during breaks. Illeris: lärande= 1-3 + Social integration = engagement i.e. our goal we are aiming for. Tutors for new children that attend our school. Increase the subject music, since we believe this has a great impact on several things, that is important for both the child, as a individ and her/his learning and finally for the social interaction.

Evaluation/Results

Result case 1: Subject integration

In these efforts, we educators have experienced that both students and teachers have experienced the studies more fun. For what reasons? The subject integration has been described in the evaluation as a positive experience of the students. This approach has been developed. The development work will continue during the next academic year.

Result case 2: Computer implementation

So far we have seen a lot of progress in the field and we have really seen that pupils have been more engaged in their school work, both considering the help the computer can give and secondly they get aware of the importance of all they produce, since that will be sent elsewhere, not just for the teacher to read.

Teachers' experience: Good that pupils can feel that they are attending classes, even though they are absent, since all tasks, comments from teachers etc. are available at Google Classroom. Some classes have even tried to connect video links with pupils at home in present time to make it even more real and making them feel part of society. In general a virtual classroom has other positive effects which make it easier both for teacher and pupils in many ways. Moreover, parents will be aware of their child's progress in school etc, wherever ever they are physically.

Result case 3: Adventure of pedagogics

In evaluations after having done adventures, pupils mention that they have learned a lot (academic and social skills) and have had a great time as well. Pedagogues feel that adventure of pedagogics is a great complement to ordinary teaching and is a great fun too, both considering preparations, the adventure itself and the outcome of the work (documentation etc. as well). Furthermore, it is a fantastic way in

creating social integration and a good relationship between pupils, which in the is vital in learning.

Outcome of the RASI-project

Case 4: From Seinäjoki we learned about the “Otes” model, to solve conflicts, prevent bullying and to create a good climate between pupils/pupils and pupils/teachers. Moreover, England focused on the individ; social skills before academic ones. Good practical examples that we really have copied.

Case 2: We are in the front line in using computers in teaching. All pupils from grade 4 to grade 9 have access to a computer and from grade 6 to 9 all pupils have their own computer, which they also have permission to use at home. We hope that some of the partner schools can benefit from the work we have done.

Case 3: After our visit in England, we were even more convinced that we have to use the surroundings of our school in the teaching. We are already using Adventure of pedagogics in teaching/learning, but after the joint staff meeting in England we decided to work more with the subject, and it also became our third case. Moreover, pupils with need of special (need) support are more engaged and find it more interesting to work in a practical way, which we also found out when visiting England. This will also give us proof of how important the adventure of pedagogics is for these pupils with special needs.

Case 1: Our school is pretty small, considering the number of students, we are close to one another both in distance and interaction between all levels from preschool to secondary school, both considering teachers and children/pupils, we find it natural to work with all teachers and pupils, subject integrated, which both children and teacher find more interesting. Both in learning and social integration, which in the end affects bullying etc. in a positive way.

England

South End YMCA, London

<https://www.southendymca.org.uk/>

Mr Lee Thorne, Head Teacher, Coordinator

We took feedback re the environment i.e. softening seating/ making entrance more inviting/ thinking about making the school experience more welcoming... from reception area, fencing and perimeter markings to the actual learning spaces. We began by making our school a more physically comfortable environment.

Our school is a small provision with capacity for 50 students; we have had a new Head teacher who began just before the start of the global COVID pandemic. We began a journey of building on the previous success of our school and driving up standards of education and supporting our students' aspirations and providing bespoke support.

We have taken the concept of students' feeling of wellbeing as a central element of their development and as a support mechanism to their future confidence and success. Our wellbeing curriculum cuts through our school day and we have developed a culture of support. The school is working towards a national recognition of a holistic wellbeing approach.

We have provided specific staff roles to support our students' wellbeing, including counselling services, careers advice, skills workshops, yoga and mental health support. In terms of curriculum and teaching; we have developed our WAGOLL display boards (What A Good One Looks Like) where worked examples of learning are displayed with explanations in student friendly language.

Our next steps include developing our students Post 16 and continuing to build their aspirations and opportunities through work with our local partners. We aim to support development of future citizens who are independent and can contribute positively to the local community. Our alumni students make positive contributions to our current students and we are developing their impact in this area.

Italy

O.D.P.F. Istituto Santachiara CFP

There are about 50 teachers and 500 pupils (14-19 years old) in our school.

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Our motto is: Santachiara: school of knowledge, know-how, and how to become

The **O.D.P.F. Istituto Santachiara CFP** is a non-profit organization of the Diocese of Tortona with seats in Tortona, Voghera, Stradella, and Como, situated in the northwest of Italy, in the Oltrepò Pavese area.

As a comprehensive institution we manage education and vocational training centres, a scientific high school, a kindergarten, and a nursery. We also offer education and vocational training for employment services in 5 locations, and we are accredited and financed by the Lombardy Region.

Our **mission** is to offer young people the opportunity to attend courses to obtain the Professional Qualification as Operators and the Professional Technical Diploma following their compulsory school years. After the diploma, we offer courses in Higher Education and Technical Training, too.

Furthermore, our mission recommends careers and vocational guidance services to adults, continuing education, and lifelong training to find a job, to change or improve it. We also organize personalized training courses for companies based on the specific training needs, and training for apprenticeships, traineeships and orientation, and many other activities. All these services are customizable and funded by local, national, and European organizations.

Here is our website: <https://www.santachiaradpf.it/en/>

Here is our main Facebook page:

<https://www.facebook.com/santachiaracfp/>

Here is our Instagram page:

<https://www.instagram.com/isantachiaracfp/>



School Year

Our school year consists of 990 hours from September to the end of May with 30 lessons per week. The main subjects aren't just the general ones like Italian, Maths, English, Law but a very special attention is given to the subjects related to each specific sector with their corresponding working laboratories.

During the first school year, the students attend our courses during all the year long while starting from the second year they study some months at school and the rest of the school year they attend internships in local businesses to learn-on-the-job and face the working reality.

School board

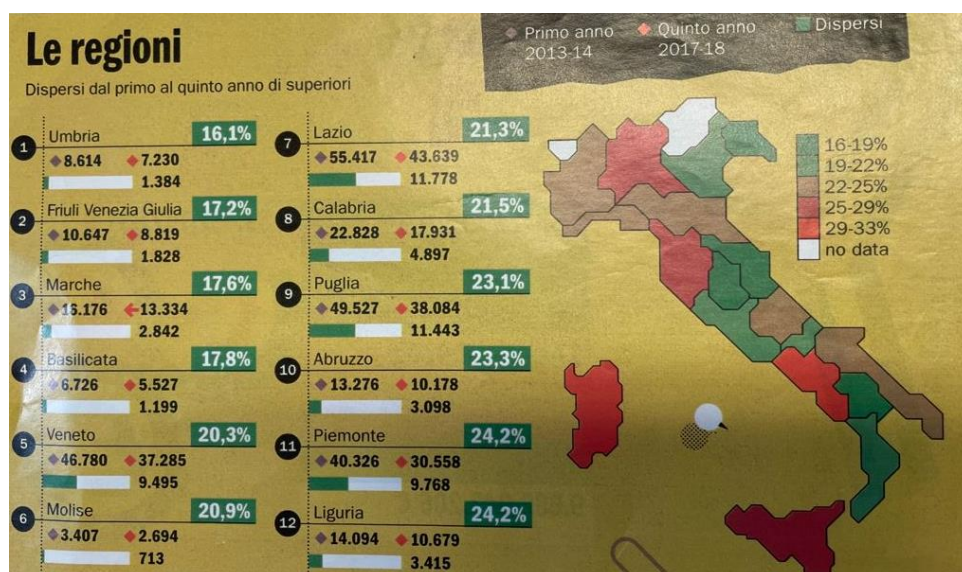
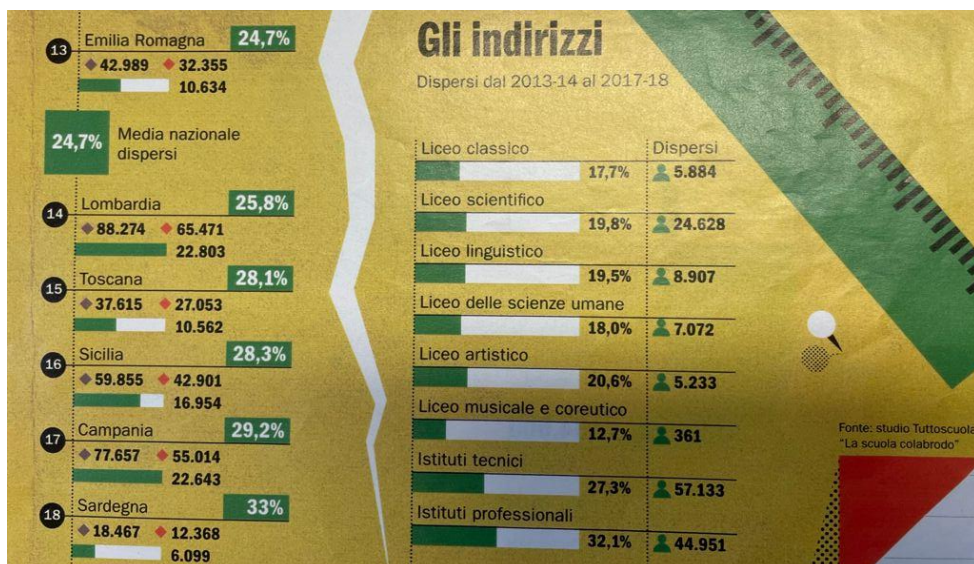
Our school board is composed by our Principal, 4 school representatives, 7 teachers' representatives, 7 parents' representatives and 7 students' representatives who are in charge of analyzing the school year performance, planning the educational offer, keeping contacts among students and parents.

Goal of RASI for O.D.P.F Istituto Santachiara CFP

We keep on developing our skills and knowledge in the field of special education. Our aim is to offer tailor-made activities to support every single student in their way of studying and managing their interactions. In RASI-project our goal has been to learn from all the other partner schools and educators, collect new ideas and adapt them to us in order to improve our own educational system and school culture. Furthermore, we always need improvements to fight and decrease school drop-out rate.

Cases from O.D.P.F Istituto Santachiara CFP

In September 2018 L'Espresso – an Italian weekly magazine about politics, culture, and finance – published a very worrying framework concerning school drop-outs in Italy, as you can see here below.



The Lombardy Region ranked 14th with 25.8% drop-outs just slightly higher than the national average. An even more interesting data was that vocational schools, like ours, revealed 32.1% of school drop-outs. Istituto Santachiara recorded a much lower rate in drop-outs – around 5% –, but this picture was quite alarming, anyway.

That's also for this reason that we approached RASI full of curiosity and interest towards the other European school realities we were going to face and deal with. Our school has plenty of SEN students and we always try to manage their single situations in the best way but we are also looking forward to finding new ideas and suggestions to adjust and better suit to our school.

Since there are so many different SEN students we decided to start telling about single cases to define general groups of SEN students and to reach our final steps concerning a complete and full approach to adapt to all our SEN students. We can say it's really been an effective growth path for us.

Our first case included some students who had attended our school courses showing lack of interest, respect, and attention, intolerance and no intention of learning. While experiencing personal meetings, doing class monitoring and alternating school and work, they have been able to find a job according to our school courses.

In our second case we told about some SEN students who were attending our school courses showing critical family situations, and also a lack of interest and attention, and agreeing to change their school course in order to show a change in their behaviours and approach, too. Beyond our routine procedures, here we gave the chance not only to have some reference people during their path but also to try a 'welcoming experience' towards some peers to see different behaving models beyond their families.

Our third case involved some pupils with IEP, individualized education program, medical diagnosis and strange behaviours. After some months of school observation, routine school meetings, these students felt more at their ease, decided to find the best vocational course for them, overcame their strange behaviours and found their way very successfully.

Following our transnational meetings, having dealt with and analyzed other European realities, and having taken into consideration some of

our most common but substantial cases and methods occurring in our school, in our fourth case we thought to introduce a school access procedure for all SEN students in order to guide, develop, and design a series of documents to use to introduce, assess and better relate to all our SEN students. Furthermore, we kept our attention high and focused on school drop-out rate, a key issue for us.

Then COVID-19 forced us to face a totally new reality, impossible to be easily managed by everyone and in particular by SEN students. 2020 was a very tough year because we also needed to re-invent completely our way of teaching moving to 100% online teaching. SEN students have shown great difficulties in using technology, firstly. This complexity wasn't just caused by the use of tools in a completely new way but even bigger was the effort towards this new relational approach. Teaching and learning online has been more distant but, somehow and sometimes, also more productive because students had fewer distractions and they could work more and even longer than at school. So now we are even more sure that nothing can replace human relationships but in some cases technology can represent a useful alternative. Anyway, online learning is incomplete because it can't give the most essential feature needed for SEN students: relationships.

Thanks to our exchanges with the other Rasi members, at the end of this project we have also thought it is essential to introduce as a compulsory subject one hour a week concerning school psychological guidance, personal skills and empathy during all the school years in order to build relationships, prevent bullying and become confident and capable people.

What has our school learned during this project?

This project has represented a working flow of ideas, concepts, procedures and it gave us a wide and deeper overview of the other countries and the chance to compare all this to our system.

From England it was clear that teaching very challenging students is possible, in particular in small groups, and it is easier to adopt specific methods even in the short term.

From Romania we learned that even in very complicated situations it is possible to give a chance to every people.

The English and Rumenian schools involved are quite similar in their concept even if they are focused on different kinds of SEN students. So in both cases they can work on common issues, highlighting their real special needs because these schools are completely and just focused on SEN students. They reminded us for many reasons the Italian special schools of the past.

From Sweden we learned that there are different ways of living school and small classes are very useful but the most fascinating aspect is that education is carried out on freedom, which develops a school community. This is an example of empowered education - a dream! - but probably feasible just in a small school.

From Finland we learned it is incredible having a strong public network where several education and training offers complement each other and they are strictly connected to the society. Such a cooperation between the school and the municipality allows specific actions tailor-made on the students'needs thanks to a relevant financing support. The education and training offers are wide at all school levels with great attention to differentiation.

From this whole project we learned that special education is done as well as it can be, if there is warm and supporting co-operation among the adults of the school.



Finland

Seinäjoen lyseo, Seinäjoki junior high

There are about 60 teachers and 520 pupils (13-16 years) in our school.

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The motto of our work is:

Together we are more



Our school gives basic education for 7th, 8th and 9th grade. The national core curriculum for basic education was renewed in 2014, and the new curriculum has been implemented in schools since August 2016. In lower secondary schools the reform has taken place gradually in three years (2017 – 2019). So this year all the grades study according the new curriculum. (More information www.oph.fi/english/)

In our school one group in every grade is specialized in music. The music groups have more music education than the other groups. They give concerts and have many performances during the school year. In 2009 we also started teaching through CLIL (Content and Language Integrated Learning). These groups are taught partly in English in some subjects.

All teenagers from our school area come to our school, so we have lots of SEN students. Most of them are integrated in mainstream classes but there are few separate classes for SEN students and a variation of support systems for students with special needs.

[Seinäjoen lyseo instagram](#)

[Seinäjoen lyseo CLIL instagram](#)

[Seinäjoen lyseo CLIL facebook](#)

[Seinäjoen lyseo music oriented groups instagram](#)

[Seinäjoen lyseo music oriented groups facebook](#)

School Year

The school year consisting of 38 weeks is divided into four periods of nine or ten weeks. The education is concentrated on five to seven subjects during each period. Some subjects are studied throughout the school year, e.g. sports, crafts, music, home economics, maths and Finnish and literature. All the pupils have on the average 30 lessons per week.

Our school year begins in August and ends in the beginning of June.



Student Council

The student council consists of a government (15 members) and about 20 tutors who are in charge of the student activities.

The tutors' most important task is to help and guide the new pupils in the 7th grade. They also arrange discos and meetings. The government represents the pupils and takes care of their rights.

After the schooldays there are different clubs available. The clubs are run by our teachers and cooperation partners outside the school.

Goal of RASI for Seinäjoen lyseo

We do continuous development work in the field of special education. Our aim is to tailor the support we offer in the way that every student gets the kind of support they need for their studies. In RASI-project our aim has been to learn from the other partner schools and educators and concurrently develop our own educational system and school culture.

Cases from Seinäjoki junior high

We started by forming educational paths through junior high to different kinds of students. Then we tried new ideas, like teaching students who are taken into custody and a support class system.

By the end of this project we have a working system for students that are taken into custody and the support class system has grown into two classes. We have also formed process lines for each specific path in our school. So, as a conclusion we have a handbook of different learning paths for our school.

What has our school learned during this project?

From Italy we learned that we have to make it a clear process once a student enters our school. The process varies according to the needs of that student.

From England we learned that it is possible to succeed in teaching very challenging students, if you are patient, strict and show respect to the pupil.

From Sweden we learned that the most important matter in special education, and education overall, is to meet the child and his/her needs. Once you have tamed a child you can teach. If you just read all kinds of documents and try to find out what is wrong, you might lose the most important matter: the child.

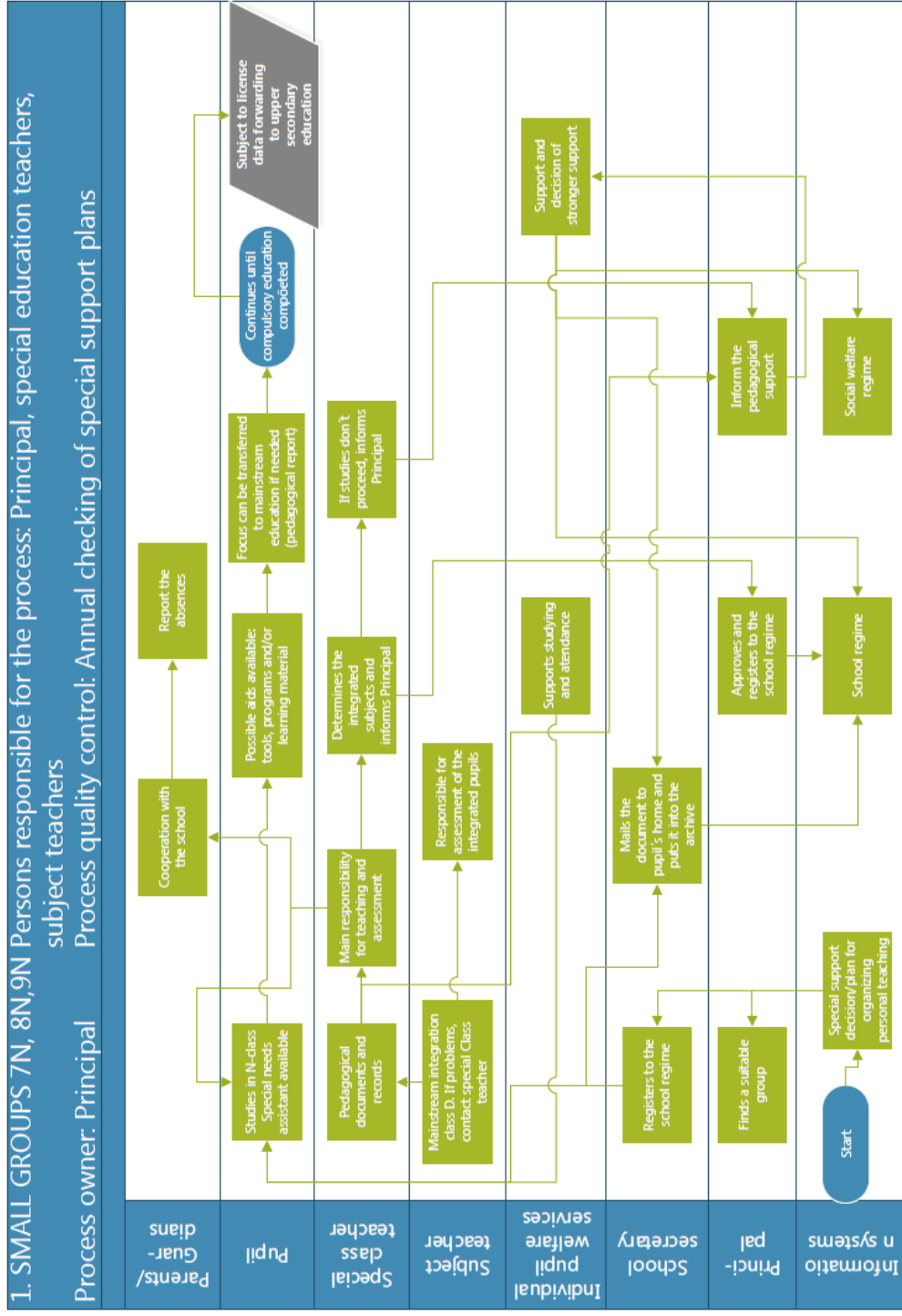
From Romania we have learned that if there is the will, there will be the way. Even if the circumstances are poor, you can make them friendly and homely to be a nice environment to study. By networking with an art school they had decorated the school really nicely.

From this whole project, all partners, we learned that special education is done as well as it can be, if there is warm and supporting co-operation between the adults of the school.

Results

We now have a guide book for our school about the alternative learning paths in Seinäjyven lyseo. This book needs to be updated annually.

Co-operation with passionate professionals gets us reach the stars!

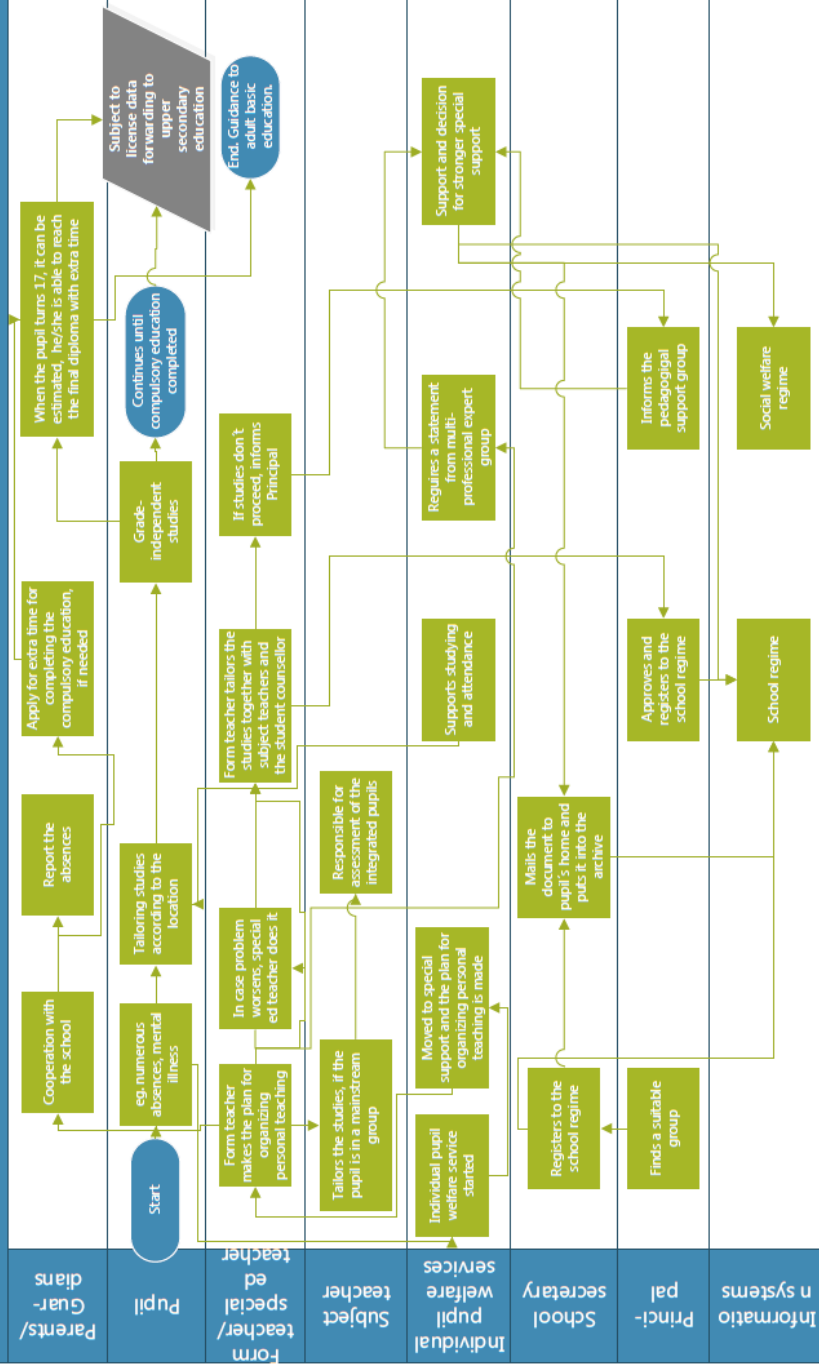


3. STUDENTS IN DANGER TO DROP OUT

Persons responsible for the process: Principal, tutor, special class teachers, subject teachers

Process quality control: Annual checking of special support plans

Process owner: Principal



3. Learning, teaching and training activities, LTTs

This story begins from Romania in spring 2017 once we formed an application for this project for the first time. We were in a hurry and we tried to reach all the partners. We managed to get the pieces together, but our proposal was not accepted. EU wanted us to clarify some parts of our proposal. We did that.

Spring 2018 we applied again with a fresh and more detailed proposal. We got it approved. So we could start.

In LTTs 1. 2. 3. and 5.

The basic program was formed:

- Introducing the development cases from each country to the others
- Discussions on them.
- Having some lectures from local authorities about some aspects of dealing with SEN students.
- Organizing project meeting
- Some cultural events

LTT 4 was a management meeting in Seinäjoki. There every partner got to know what is expected in the future.

LTT 6 was the closing seminar. There we published all the results of our project.

LTT 1: October 2018

We decided the dates for our first LTT in Seinäjoki, Finland, autumn 2018. The timetables for each participating school did not match so we had squeeze the seminar dates in order to get this project started.

We succeeded to build a good spirit and a culture of trust between the participants. And, in a way we made “rules”, guide lines, to our common project.

Lots of discussions, experiences of co-operation between the organizations, some lectures and cultural sharings.







LTT 2: February 2019

We met in Southend, England. We got to experience what kind of work it is to organize education to dropouts in England. Close co-operation with local police officer seemed to work well and the staff really cared for the students. It was also meaningful for us to learn that you need rather a large staff, if the students are really challenging.



LTT 3: April 2019

We met in Hedenäset, Sweden. For all the partners this environment is really unique. Few people are living on the area and nature is present everyday. The working mood among adults is something to admire. The amount of students is raising due to the good work this school is doing. In this school inclusion was done so well that it was impossible to notice which students might have been SEN students.







LTT 4: October 2019

Management meeting in Seinäjoki. We decided on the final products of this project and on the way we will disseminate our results. We agreed to make both posters and an electric booklet about our common work and we gave the first ideas to Italian partners, how we could arrange the final seminar in Italy. We also had the chance to experience Sari Salo's beautiful and exciting cottage. Thank you!





LTT 5: February 2020

We met in Alba Iulia, Romania. The school building had really changed from inside. We had the opportunity to take part in lessons and to cooperate with the students and the staff. We could experience how important it is for these students to be able to attend this special school. We also felt the warm and welcoming atmosphere of the staff. It was a such a nice experience to have a dinner in Monica Paul's home. Thank you!





LTT 6: April 2020 => April 2021

The final seminar was supposed to be held April 2020 in Stradella, Italy, but due to the Covid-19 we had to postpone it to.....

We experienced how SEN student education is organized on the second level. We presented our work to a wider audience.

This is the end of our project but by no means the end of our friendships. Never settle for less than your personal best!

4. What have we all learned?

1. Some findings

We used Innoduel tool to get our common opinion to question:

What has been the most useful matter you have learned in this Erasmus Project?

- SEN -students need educators who really do care!
- It's interesting to learn different methods and choices from others.
- Be open for other ways to handle with SEN education.
- Most important in education is the relationship between teacher and student.
- Lots of little ideas can make big differences
- How to develop education together with colleagues from other countries
- If there is will, there will be the way
- There are many, many ways to organize special education and I can learn from them all.
- There are so many ways- different conditions different organizations - to reach the unique result we look for: the inclusion of SEN pupils.
- If there is an urgent need for change, people will find a solution
- To learn how others face the problem
- Teamworking in project management
- Flexibility in project management
- Interaction and communication with others participants is learning and progress in the field.

- To learn other solutions from our international friends, inspiring and motivating others
- We are all doing some things really well
- The Project RASI make us able to compare these different ways and learn from each other
- There are many ways to handle problems in order to solve them.

2. Cultural wonders

How few people live in northern Sweden. That really affects the way education is organized.

How students can really be drop outs in England. Super good that YMCA has a school for dropouts.

How SEN-students have only few possibilities for second level education in Romania.

How Italy can handle so many immigrants.

And towards the end of our project: how weak is our modern society once we are facing a threat of global pandemic.

3. School building, learning environment, surroundings, how SEN students will fit in

Inclusion seems to be a good way to arrange education, if there is enough money, to give support (educational assistants, personal assistants) for the student. Some students benefit from the system of being partly in separate class and partly in mainstream class. And there still is some need for separate classes, too.

It is meaningful, that all pupils of same age group do attend the same school, they get the sense of belonging to this society. There should be enough room for educational support materials and special equipment.

4. Schools partnerships with other organizations and how SEN students benefit

In Romania we saw a good example of this, once the students from art school have painted decoration on the walls of the school.

In Sweden they in a way have partnership between two municipalities, since students from other municipalities choose to study in Hedenäset.

Active look for new partnership possibilities seems to be a good way to find fresh solutions to the problems schools are facing. For example school needs good relationships with workplaces in the area, in order to get job placement places for SENstudents.

5. Learning-/working culture among the adults

In all schools we found that the project team worked together smoothly. We hope that the same kind of mutual support is present among the whole schools.

6. Project management

We had some difficulties in the beginning to get project started but we did manage to overcome those. By the end of the project every country fulfilled their duties as we did agree. Thanks to all.

7. European co-operation

It is really meaningful work to have this kind of European projects. We actually live really close to each others, but many cultural matters are different. That way there are many things smaller or bigger we can learn from each others. Thanks for this opportunity.

8. System thinking

How to modify ideas to fit into own organization?

It is clear that every school even in one municipality is unique. Once you experience different ways to solve the problems you are facing in your own environment, you are thinking: what can we learn from that? How could this be transferred to our system? Cultural changes need time, but good ideas start growing if somebody feeds them.

9. Something new about individual learning paths in different countries

Finland: Our paths will have some new forms annually, depending on the financing we get.

Italy: Our paths will have some new forms and school guidance meetings annually.

10. Conclusion

We succeeded in:

- We learnt a lot from each others.
- We developed our own SEN-education.
- We made educational friends from many European countries.
- We worked pretty effectively in our seminars.
- We got to experience some local cultural in hosting countries.

5. Our next steps

Development work never ends.

So our next steps after this project got some possible choices in our last seminar in Italy. Each country named the biggest challenge they face in the field of SEN education. The other seminar participants tried to generate possible solutions. And now our next step is to start the development work in each school using some of those ideas.

Finnish: How to get students to attend school regularly?

Swedish:

SPSM (special educational authority)

Progress is made in the field of students health but we still agree on, the fact, that the work never ends, which resulted in applying for further education by contacting SPSM. In future this will hopefully make pupils more involved in school, socially, and in the long run this will have an positive effect on achieving the academic goals, according to the Swedish national curriculum.

Improve the communication and relationship with parents: Positive feedback to parents about their child, inform, frequently, about pupils` progress/well being in school. Listen to parents and getting more information about their child will strengthen the relationship, with school and gain the pupil in the end.

Improve digital media in teaching (more education both for teachers and pupils)

...as well as other issues in all cases in the project.

Italian: How to avoid students' drop-outs? How to give them all at least the same means to communicate?

Romanian: How do you motivate all your SEN students to pursue their educational path, irrespective of their background?

English:

Our future challenge here in the UK at The Southend YMCA Community School, we face the challenge of maintaining our young people's aspirations and providing them the tools to pursue rewarding careers. They often have come from a background of negative external influences both in school or at home. Some of our cohort have specific SEN challenges that have prevented them access a mainstream curriculum. Here in the UK we face a nationwide problem of young people developing low aspirations, being recruited into criminal gangs supplying drugs, radicalisation and the temptation to participate in knife crime. We offer a range of subjects and experiences designed to 'wrap around' them and offer a restorative approach to behaviour management.

Our work in the development of a whole school wellbeing approach has gained momentum and we are in the process of being awarded a nationally recognised award for student and staff wellbeing. Our teaching staff regularly discuss the development of opportunities be it for work experience, workshops for business skills or practical skills such as cooking, physical sport and exercise to presentation and interview skills. We face an increased risk with our cohort of students who have previously existed on the edge of mainstream, having been referred to us as an alternative education provider. We face a culture of low expectations, low academic rigour and a sense of being isolated from the wider community.

We will continue, since

***Every young person has to be given
the possibility!***

