Tools for preventing social exclusion and increasing well-being in schools
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The social exclusion of children and young people has been a topical issue in recent years, particularly in Finland, and even among the senior leadership of the country. In 2013–2014, the University of Oulu and Petrozavodsk State University implemented an education and development project aimed at improving the well-being of children and youth, supporting the development of their self-esteem, preventing social exclusion and increasing their inclusion in schools.

The PREVENT project (Developing Cross-Border Know-How on the Prevention of Social Exclusion of Children and Youth) is part of the Karelia ENPI CBC Programme between Finland and the Republic of Karelia in Russia. The programme aims to increase well-being through cross-border cooperation. The project is co-funded by the European Union, the Russian Federation and the Republic of Finland. The project is coordinated by the University of Oulu Extension School (TOPIK).

The PREVENT project has organised training for participating teachers from both Finland and Russia on social exclusion, the prevention of exclusion, and how to improve the inclusion of pupils in schools. The project has also provided opportunities for Russian teachers to familiarise themselves with the Finnish school system and how schools operate in practice. Finnish teachers have also had the opportunity to learn more about the Russian school system.

In addition to providing training for teachers, the project has organised public seminars in Oulu and Petrozavodsk. The public seminars were open to all interested participants. The seminars covered social exclusion and its prevention from different perspectives, while also highlighting the significance of increasing inclusion in supporting the life management of children and young people. The participating schools’ descriptions of their activities under the project, along with their results and experiences, also played a key role in the project. The operating models produced in the development projects implemented during the project are intended to remain as permanent practices in the schools’ day-to-day operations.
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EIGHTH-GRADERS’ DAY
at Oulu University Teacher Training School in October 2013 and 2014

Riikka Kiiveri-Raappana
Tea Huttula
Liisa Vilppola
THE BACKGROUND OF THE THEME DAY

Every autumn, a special day is held at the Oulu University Teacher Training School to allow seventh-graders to get to know each other and their tutor by spending the day on activities such as group development exercises. The day is organised in cooperation with the City of Oulu Affairs Department. The event includes staff from the Kaijonharju youth centre who have primary responsibility for the day’s programme, along with the school’s peer support coordinators and peer supporters. As the seventh-graders’ day has been found to be very important for strengthening class spirit and group dynamics, we decided to take the opportunity presented by the PREVENT project to pilot a similar day for eighth-graders.

In addition, seventh-graders have peer support activities organised by peer supporters. Every class has at least two peer supporters who give seventh-grade classes lessons on subjects such as group development, class spirit, bullying, social interaction etc. They also arrange fun events for the classes they are assigned to. The peer supporters are eighth- and ninth-grade students who have received peer support training from the Mannerheim League for Child Welfare. Tutors are closely involved in creating class spirit and group development for seventh-grade classes. For seventh-graders, the first change of study period at our school is also related to this theme.

Our school’s curriculum includes a Life Skills course for seventh- and eighth-graders. The purpose of the course is to support the holistic growth of students and develop life management skills. The course aims to support students in acting as members of their communities and to develop their capacity to take other people into consideration. Another goal is to develop the students’ communication skills, for instance by familiarising them with the Norssiportti online service.

The aim of the course is for students to:
• be considerate towards others and recognise their own responsibility as a member of the group
• develop their capacity for cross-cultural interaction
• find out about the rights and obligations of a young person
• learn to assess the impacts of their personal consumption on the environment.

Course content:
• Various methods of cooperation and teamwork
• Youth cultures
• Drug education
• Legality education; a visit by local police
• Oulu University Teacher Training School; a Unesco school

Course themes:
• Sustainable development; e.g. visit to a flea market
• Personal growth
• Cultural identity and internationality
• Safety and traffic
• Personal growth
• Cultural identity and internationality
• Responsibility for the environment, well-being and a sustainable future
EIGHTH-GRADERS’ DAY; IMPLEMENTATION IN 2013 AND 2014
- Each eighth-grade class was assigned one day, all in the same week, on which they would not follow the regular teaching plan.
- The four days were from Monday to Thursday in week 41. The students arrived at Seeppari at 9 a.m. and the day concluded at 2 p.m.
- The persons responsible for the implementation of the eighth-graders’ day were Tea Huttula and Riikka Kiiveri-Raappana from the PREVENT project.
- Also involved in planning the day were special needs teacher Liisa Vilppola (2013), school social worker Mira Seikkula, tutors, and school psychologist Terhi Mikola.
- The content of the day was tailored to each class, with a focus on working on problems previously identified
- Special needs teacher Liisa Vilppola coordinated the days using work supervision methods.
- At the end of the day, each student completed a feedback form.

Working methods:
- teamwork
- change of learning environment (away from the school, spending a day together)
- interaction
- socialisation
- Joint discussions of matters relating to the class; friendships, bullying, team spirit, working in peace
- study skills and learning to learn
- tutors will continue to cover these topics in their respective Life Skills classes

REFLECTIONS ON THE EIGHTH-GRADERS’ DAYS
- Tutors took measures in advance to ensure that students could get to Seeppari and back, safely and flexibly.
- As the entire school day was held at Seeppari, the relevant liability issues were the same as for regular school days.
- Students and their families did not find the transport issue a problem, although some students needed to be met halfway or given assistance on how to find their way to Seeppari. The students in question were primarily from immigrant backgrounds and therefore unfamiliar with moving around Oulu.
- The day began with various activities and group exercises. There was a lot of discussion throughout these activities. Meals and snacks were enjoyed flexibly, whenever the exercises and activities allowed.
- There were few actual breaks during the day, which meant that the day was perceived as quite hectic, particularly by the teachers, but in a positive sense.
- Teachers and adults felt they were genuinely present for the students when they did not have the option of removing themselves from the students during the day.
- Not all tutors were able to arrange their teaching duties so as to allow them to spend the entire day at Seeppari. This slightly reduced the effectiveness of the day, as the idea was specifically for the tutors to establish closer relationships with their classes.
- The role of tutors in the day should be emphasised more in the future, to ensure that they are able to participate in the
event fully. This can be achieved at minimal additional cost by having teachers who are freed up from teaching the class on the day in question substitute for the tutors.

- We chose to hold the eighth-graders’ day in early October, when the first study period has ended and the second one is about to begin. This aimed to ensure that the absence from school of each class would not interfere with examinations, and to minimise disruptions to courses by scheduling the event early on in the study period.

- Furthermore, as the students have already completed the first study period, there will be indications of what kind of a start the school year has got off to with respect to group development and learning for each class, which will make intervention in potential problems for each class easier.

FEEDBACK FORM
(completed by the students at the end of the day)

I feel that

______________________________________________________________

I would like to

______________________________________________________________

In my opinion, this day was __________________, because

______________________________________________________________

The most boring part was __________________

What has stuck with you from this day?

______________________________________________________________
KAUKOVAINIO COMPREHENSIVE SCHOOL

toolbox for preventing social exclusion

Lea Tuovinen
Kai Lotvonen
Katariina Rahko
SCHOOL LEVEL

HYVÄ-TIIMI
The Hyvä team (“Good” in Finnish) has focused on promoting the well-being of pupils at the school level. It has organised a club and hobby fair, sought cooperation partners for club activities, planned an interactive parents’ evening, conducted a well-being survey of pupils and arranged training and work for teachers and counsellors under the theme of pedagogic afternoons. The team developed a campaign for the residential area entitled "One hobby and one friend for everyone". The Hyvä team has also organised group development activities for challenging student groups. The members of the Hyvä team are the assistant director(s), school social worker, mentor, psychologist and nurse and, where necessary, experts from organisations such as the municipal Youth Department or local church, or a guidance counsellor or psychiatrist. The Hyvä team is now continuing its work as a student welfare team.

CELL ACTIVITIES / GROUP LEADER ACTIVITIES
The different grades in our school form cells that have names taken from the local dialect: Mettä (grades 1–3), Välkky (grades 4–6), Ulappa (pre-primary classes), and grades 7–9. The nests have a group leader that periodically convenes teachers and counsellors to generate ideas on joint activities across grades within the cells, such as workshop days, activity days and excursions. This also provides opportunities for teachers and counsellors to discuss matters and challenges relevant to the grades in question. The allocation of remedial teaching resources is also planned within cells as necessary. Class teachers do not necessarily provide remedial teaching to their own pupils. The appropriate grouping of students according to subjects or learning needs may be agreed on within the cells.

NESTS
In the Mettä cell, grades 1–2 were named after the nests of various forest animals, such as Bear’s Den, Owl’s Nest, Fox’s Earth etc. The idea is that pupils are grouped according to various objectives and are thereby not labelled as pupils of, say, class 2A or class 1B, which means that they can easily move between learning spaces. Within the nests, the pupils’ group names are the same, such as Crows, who can read in the case of both nests, and Flying Squirrels, who work on Finnish and mathematics under the guidance of a special needs teacher.

WORKSHOP DAYS
The workshops are intended to provide opportunities for teachers to get to know each other’s pupils and for pupils to get to know different teachers. It also allows us to share our know-how to enrich education and make it more practical and interactive.

The workshops have themes such as internationalisation. The pupils from each class/nest are divided into 6–8 groups of 12–13 children. Counsellors also participate in supervising the groups’ activities. The groups have identifiers, such as a colour code. The workshops are arranged on two days, for example from 9:00 a.m. to 12:00 noon. The workshops are led by six teachers, the school assistant(s), and staff from the local library. The duration of the group workshops is 30 minutes. The groups move independently between activity points around the school. The topics can include internationality and diversity, folk traditions, festive traditions, working in nature, or anything at all.
**NO CHRISTMAS REPORT CARDS**
We do not give out report cards to pupils before the Christmas break. Instead, we invite parents and pupils to an interim evaluation discussion. The discussions are held in December–January. The discussions review the pupil’s achievement of the objectives set for the grade for different subjects. Discussion of the pupil’s behaviour and diligence is discussed on the basis of a self-assessment completed by the pupil in advance.

**FLEXIBLE GROUPS AND SUPPORT FROM A BROAD-BASED SPECIAL NEEDS TEACHER**
Within the school, we have organised a flexible group for pupils in grades 4–6 to support those who find it challenging to learn the required content, mainly in Finnish and mathematics, in large groups. The group is led by a special needs teacher, and the group also has support from a school assistant. Teachers for grades 4–6 and the special needs teacher together agree on which pupils participate in the group at any given time. The group’s activities also require joint planning of class timetables. Where necessary, the special needs teacher may work in classrooms along with the class teacher, or the school assistant in large groups to provide assistance.

**EXTENDED BREAKS AND LESSONS**
Our school uses a system of 90-minute lessons and 30-minute breaks. This slows down the pace of the school day, allowing more in-depth work. The long breaks give pupils time to be active and play, wasting less time on getting dressed and undressed. Extended breaks also make it possible to organise indoor activities during breaks. Extended lessons facilitate the use of teamwork and a student-centred approach.

**CELL-SPECIFIC SCHOOL ASSISTANT RESOURCES**
School assistant resources are allocated on a cell-specific basis. Each assistant has a class that they primarily work in. If necessary, they can move to neighbouring classrooms when they are not needed in their primary classroom. These transfers are carefully planned in advance. This means that this valuable resource is optimally utilised throughout the day. The assistants also participate in school teams and joint planning at the cell level. This means that they are closely familiar with the school’s operating culture, teachers and pupils. They are part of the community of educational staff. In the afternoons, outside class hours, some of the assistants also help out with afternoon clubs.

**WELL-BEING SURVEYS**
Our school conducted pupil well-being surveys in the project classes. The survey was prepared in cooperation with a planner from the city’s service design project. The survey includes questions on the pupil’s relationships with their friends and parents, their schoolwork and themselves. The results of the survey have also been used by other classes in the school. The results of the survey provide a good foundation for planning a class-specific well-being programme.
CLUB ACTIVITIES/CLUB FAIR

Club activities were launched by conducting an initial survey of what types of clubs the school could organise, and what partners could be involved in these activities.

Based on this initial assessment, a club fair was organised on a school day to give each pupil the opportunity to learn more about three different clubs. There were a total of 15 choices available, divided into three areas: physical activities, culture and manual skills. Each pupil then chose one club from each area based on their interests.

The club fair was followed by a survey to determine what clubs interested pupils the most. Based on this, the school organised a club period of approximately 10 hours of specialised studies. These special studies were voluntary and took place in the afternoons. The school used external service providers during this period.

After this period, interested pupils could continue with their hobby of choice.

Another aspect of the school's club activities is invitation-based clubs. This involves inviting pupils to participate in specific clubs that can increase their well-being. These include the Tiger Club for primary school pupils who have a low level of physical activity, the Girls Only Club for secondary school girls, and Power Girls Club, led by a school mentor, for shy girls.

Cooperation with the local Settlement Society and other partners is based on bringing activities as close to the pupils as possible. When activities take place in a familiar environment, such as the premises of the school/community centre, the pupils have a much lower threshold for participation than they would if the service were located across town.

COOPERATION BETWEEN THE HOME AND THE SCHOOL

The primary form of cooperation between the home and the school is the parent-school association. A representative has been selected from each class for the association.

The association meets approximately once a month. The association has organised parents’ evenings and other interactive events for parents. The parent-school association also expresses opinion on matters related to the school’s operation.

TEAM ACTIVITIES

Teams are part of the basic structure of the community centre. The teams include members from all of the building’s professional groups. This ensures that a diverse range of views and opinions is available when discussing matters, and promotes greater commitment by those involved. Teams work independently based on their assigned tasks. For example, the Physical Activity Team plans various community-oriented sports events for teachers as well as pupils. The team also organises break activities and is responsible for the activities of sports-oriented classes and their development. The teams and their tasks change annually based on need.
CLASS LEVEL

MORNING CIRCLES/QUICK CHATS
Morning circles take place on Monday mornings to provide an opportunity to talk about how the weekend went. (What would you like to share with the others? What was fun? Did anything bad happen? Where were you, what did you do, and with whom?) Everyone takes turns to talk about how their weekend went, and it is also important for the adults to talk about their weekend. Next, the class teacher mentions any changes that might take effect in the week and reminds the pupils of important things such as upcoming tests. Positive effects: calms the pupils down after the weekend, everyone gets to take turns to share what is important to them and be noticed as individuals, increased sense of security, socialises pupils and supports group development, provides a positive and clear start for the school week.

Quick chats are one-on-one talks between a pupil and a class teacher during a school day, of a duration of approximately 15–30 minutes. The topics of the chats vary according to need. (How has this autumn been for you at school? What do you like here at school? What is your favourite subject? Is there anything that you find difficult at school? In your opinion, does the class provide a peaceful learning environment? Do you get bullied? Have you bullied anyone? If other students are asked about who is bullying others, will your name be mentioned? Is there anyone in the class who repeatedly makes you feel bad? Etc.) Positive effects: the student is noticed as an individual, the teacher having an interest in how every student is doing provides an increased sense of security and a positive sense of the pupil’s self-worth, the class teacher obtains valuable information on matters that might require his or her attention, as well as factors that influence the class atmosphere.

STRUCTURING
The more challenging the group, the more structuring there is. The structuring of the school week starts with the Monday morning circle, and each school day is structured in the morning, for example using a path-based timetable (illustrated subject cards that form the structure of the school day, or “today’s path”). Lessons begin with an explanation of the structure of the lesson. Positive effects: Creates a sense of security, makes things clearer and gives pupils, particularly restless ones, a clear timeframe that will be followed. (Pupils know that, for instance, independent work will last for 10 minutes, not 90 minutes, which means they will be better able to remain focused on the task at hand.)

SOCIOTRAMS
A graphical presentation, a chart of human relationships that shows, for instance, a pupil’s social ties in the class community. A method that is quick for teachers to use and meaningful for pupils, provides information on friendships in the class, which makes it easier to identify students at risk of being left alone, allowing the teacher to take supportive action.
ONE-ON-ONE MEETINGS WITH PARENTS, 30 MINUTES TO 2 HOURS
Particularly when starting with a new group of students in the early autumn, a meeting between parents and the class teacher, not attended by the pupils. Gives parents and guardians the opportunity to meet their child’s class teacher face to face, talk about their child’s history and whatever they consider important to share with the class teacher. Creates a foundation that makes cooperation between the home and the school significantly easier, even when having to deal with difficult issues.

CONSTANT PRESENCE AND GENUINE CARING FOR PUPILS
Nothing beats the power of presence and genuine caring for pupils. Nothing.
SANTAMÄKITALO COMPREHENSIVE SCHOOL toolbox for preventing social exclusion

Tarja Haapala
Raija-Leena Peltonen
OUR SCHOOL’S KEY TOOLS FOR PREVENTING SOCIAL EXCLUSION

THE THEORETICAL BASIS OF THE TOOLS FROM OUR SCHOOL’S PRACTICES

<table>
<thead>
<tr>
<th>TOOL 1</th>
<th>OBJECTIVE</th>
<th>IMPLEMENTATION</th>
</tr>
</thead>
</table>
| Mailbox for giving positive feedback “Pay it forward” | • Developing self-esteem  
• Giving positive feedback  
• Taking others into consideration, no-one is left alone and unnoticed | • A mailbox in a hallway in school for submitting a feedback note to a group or individual.  
• The notes are read aloud in a joint event  
• Weekly themes of the Good campaign  
• Oral feedback and the importance of encounters with other people |

| TOOL 2 | | |
|--------| | |
| Flexible early education | • In the years of early education, take the child’s individual skill level into account. Children are not “blank slates” when they enter school  
• Positive perception of oneself as a learner | • Activity-oriented working methods  
• Individual progress  
• Taking different learning styles into consideration in teaching  
• Play and the joy of learning |

| TOOL 3 | | |
|--------| | |
| Inclusion | • Letting the pupil’s voice be heard  
• Increasing functional activities  
• Parents’ involvement in planning school work | • Club activities  
• Active student association  
• Self-study day (subjects for groups based on what the children would like to do)  
• Parents’ association |

| TOOL 4 | | |
|--------| | |
| Getting to know the pupil | • Close cooperation with parents  
• Integrated school day: The same familiar adults are involved in the child’s school day, morning care and afternoon care | • Wilma, events and campaigns, discussions on education and development between parents and pupils  
• Staff commitment and continuum  
• Targeted clubs |

PEDAGOGIC PRACTICES

SCHOOL LEVEL:
The tools used at our school have the primary objective of developing a school for everyone and creating a shared operating culture. The idea is that no-one at this school is left alone, adults or children.

What can the school do to ensure that children are not lonely? A key principle is that the school’s entire staff makes a valuable contribution to supporting pupils’ well-being, development and learning. The objectives are cooperation between different kinds of students and well-being, as well as cooperation between the home and the school. Another key objective that applies to all pupils is strengthening a healthy self-esteem.

To begin with, the student association, parents’ association and school staff can prepare a school agreement that sets out joint objectives and principles for the activities, and the roles of the various parties involved in achieving these objectives. A key principle and objective should be that every child and adult is considered a valuable member of the community, and that no-one is left alone in the community. A part of this idea is that each member of the school community has strengths and skills that serve as the building blocks of the school community as a whole.

Joint objectives may be set for each school year. An example of a key joint objective could be strengthening children’s positive identities and self-esteem based on their strengths. A new set of rules can also be discussed and written down for the school. The
shared rules should also be recorded in the school's regulations, which are updated every school year in cooperation between the school staff, the student association, and the parents' association.

Creating an operating culture requires continuous dialogue and the identification of perspectives and concrete forms of activity. Any school's operations consist of different phases, the operating environment changes over time and pupils, homes and staff also change as the years go by. Schools live a full life of different thoughts and feelings, but the core of an operating culture that emphasises the individual and the community must be sustainable and develop over time. To achieve the objectives set, concrete actions are written down and highlighted as weekly themes. It is also possible to implement shared themes between day-care centres providing pre-primary education in the vicinity of the school, and the school's early years classes. Regular peer support activities can be developed between the school's more senior pupils and the youngest children in the day-care centre.

In their broadest sense, the school and the day-care centre, together with other local day-care centres and schools, form a consistent path of growth and learning from early education to secondary school. This consistent path of growth and learning can be supported by joint meetings of the parents’ associations of local day-care centres and schools, which can provide opportunities to discuss matters such as the significance of positive encounters, a humane atmosphere and putting together an operating principle shared by the entire local educational community. When successful, these meetings can produce results such as a slogan of “Growth and encouragement for the entire village”, which the school can then promote further.

**MORNING AND AFTERNOON ACTIVITIES FOR PUPILS**

Morning and afternoon activities may be arranged for first- and second-grade students and those who need special support. The activities are arranged by school assistants. The morning and afternoon activities are integral parts of the children's school day in addition to lessons and student clubs. Those who participate in afternoon activities can also elect to participate in club activities. Key premises:

- The objective of the operations is to arrange a safe and activity-oriented activity period for children. The activities are supervised by adults who are familiar to the pupils from their regular school days.
- Morning activities are calming ones that prepare the children for the school day. In afternoon activities, children have the opportunity to both rest and enjoy quiet time as well as to spend time outside and be physically active.
- Content of morning and afternoon activities:
  - The activities utilise group interaction, discussions on different subjects, the opportunities presented by art, play and physical activity, as well as aesthetic experiences and an activity-oriented approach.
  - Snack time is followed by various activity sessions, teacher-led clubs, or the pupils can engage in free play or do their homework. Physical activity is emphasised in the activities.
  - Breakfast is served for special needs pupils and a snack for everyone who participates in the activity.
  - Children who attend afternoon activities during the school week can be offered activity sessions such as the following: arts and crafts on Tuesdays, games on Wednesdays, story telling on Thursdays, floorball/obstacle course on Fridays. Children can elect to participate in these activities or to engage in free play or do their homework.

**CLASS LEVEL:**

**FLEXIBLE EARLY EDUCATION**

First- and second-graders starting school in the autumn become closely familiar with each other if their teaching starts in mixed-age classes. Flexible grouping for early education classes supports good learning outcomes. Flexible grouping also helps develop the students' individuality and encourage them to take their community into consideration. Forming appropriate learning groups helps both students who need special support
as well as gifted students. While a mixed-age class may be new to the teachers, it does not necessarily represent much of a change to the children themselves, as day-care centres often use groups of children of different ages playing together and learning from each other.

A mixed-age class in early education is one option for balancing out differences in early basic skills. Early basic skills can predict subsequent academic performance in reading and mathematics. Schools could offer more personalised support to all pupils than they currently do. It is clear that weak students do not receive adequate support in their first years of school. On the other hand, it seems that gifted students receive even less attention for their school work both at home and at school, which can compromise their capacity to develop their abilities to fulfill their maximum potential.

At our school, early education classes are paired (such as 1-2 A and 1-2 B, and 1-2 C and 1-2 D), which allows the school to implement various mixed-age learning groups. In terms of the curriculum, the first and second grades are closely integrated, which means that the content covered is suitable for combining classes into mixed-age groups.

Mixed-age classrooms are familiar to many older people from small rural schools, but even today, they are one alternative to the traditional organisation of basic education. The evaluation criteria for students for each school year and the evaluation itself are the same as the previous system based on non-mixed age classrooms. Wherever possible, however, the evaluation takes into consideration the pupil’s individual learning and development during the first two school years. From the third grade onwards, pupils are separated into classes according to their age.

**Premises for Flexible Early Education:**
- Classes are paired, which allows the school to implement various mixed-age learning groups.
- In addition to the class teacher, the classroom also includes a school assistant and, at least once a week, a special needs teacher.
- The aim is to take better account of the individuality of pupils as well as the perspective of community.
- Forming appropriate learning groups helps not only students who need special support, but also gifted students.
- The practices include extended lessons in Finnish, extended lessons on Fridays and self-directed lessons. Example timetable:

**Examples: Timetables for class 1-2 A**

<table>
<thead>
<tr>
<th>1. class (9 pupils)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8.05-8.50</td>
</tr>
<tr>
<td>8.50-9.35</td>
</tr>
<tr>
<td>10.00-10.45</td>
</tr>
<tr>
<td>10.45-11.45</td>
</tr>
<tr>
<td>12.10-13.10</td>
</tr>
<tr>
<td>13.10-13.30</td>
</tr>
</tbody>
</table>

**Yellow areas** indicate the study groups’ flexible classes/self-directed lessons (self-directed).

**CLUB ACTIVITIES**

**Diversifying Club Activities**
While it is possible to have various leisure activities organised at the school by sports clubs, other third-sector operators and institutions such as adult education centres, ideally the school’s own hourly resources should be assigned to the development of the school’s own club activities. As diversity is the first priority in club activities, clubs should be organised according to the children’s wishes and on the basis of the teachers’ special skills. The types clubs include playing music in a band, English language,
choir; visual arts, literary art/drama, building musical instruments and sports. The starting points for organising clubs at our schools are:
- All teachers run a club for at least one study period during the school year. (The school year is divided into four study periods.)
- Club activities involve children of all ages.
- Clubs can be held in the middle of a school day, during an extended break or at the end of the school day.
- Grandparents can also be involved in school life:
  - On a special Grandparents’ Day, the children’s grandparents are invited to the school, where they first attend lessons and then join a group event in the gymnasium.
  - Grandparents can also get involved in organising activity clubs where possible. These activities can include baking cookies, making willow flutes, crocheting kettle holders and spotting swallows. The arrangements for the activity clubs are handled by the school, including the preparation of suitable premises and appropriately sized groups of children. The school’s adults can also participate in the activity clubs if necessary.

TARGETED CLUBS
Targeted clubs are aimed at pupils who need special support. Class teachers and special needs teachers work together to select pupils for these clubs. The clubs are led by special needs teachers. The content of targeted clubs includes
- Practising social situations in school and outside the school setting (for example running errands, buying groceries, visiting the local youth centre and learning about various hobbies)
- Self-awareness and interaction exercises (who am I, who are they, how can we be together in harmony?)
- Practice naming and processing emotions (using literature and art)

HOMEWORK SUPPORT ACTIVITIES
Homework support activities aim to support pupils’ homes in helping students with homework. In some homes, pupils may find homework challenging, which can get heavy for both the child and the parents. Some families also lack clear daily routines, which can compromise the child’s ability to schedule homework. Homework does not get done and the child suffers as a result. These situations can be improved with a new approach based on the idea that doing homework could involve supervision similar to remedial teaching.

Pupils may spend time with a special needs teacher to practice homework routines, read assigned material and share their progress using a homework monitoring form. The pupil can also use this time as an opportunity to talk to the special needs teacher about doing homework, and whether homework feels easy or difficult. Homework support activities can also be continued in the pupil’s own class, led by the class teacher, immediately after the school day.

INCLUSION

COOPERATION BETWEEN THE HOME AND THE SCHOOL

PARENTS’ ASSOCIATION
The goal of parents’ associations is to promote cooperation and dialogue between the home and the school. A parents’ association may, for instance, participate in arranging school trips for the entire school.

- The following questions can be used as the starting points for the activities:
  - What can parents do if they observe loneliness or a risk of social exclusion in their own child, or someone else’s child?
  - Has the parents’ association discussed social exclusion?
  - What support measures to prevent social exclusion can the parents’ association implement?
- Parents’ evenings can have themes such as supporting the child’s strengths. The school staff can compile a list of concrete measures based on the discussions held.
**TRAFFIC SAFETY CAMPAIGN**

The parents’ association and school staff organise a traffic monitoring and control campaign on a few mornings in the autumn as mornings get darker. Each pupil is personally welcomed to school. At the same time, pupils are monitored and provided guidance on matters such as wearing bicycle helmets, reflector tags and having appropriate lights on their bicycles. The pupils are also reminded that they may only ride a bicycle to school if they wear a helmet. Lights are also particularly important due to the dark road conditions. By working together with homes and school staff, we can make pupils’ commutes safer.

**STUDENT ASSOCIATION**

The student association is active in the day-to-day life of the school. The student association usually includes two representative pupils from each class. Elections are held once every two years. The student association is convened approximately once a month, or more often if necessary. At times, formal meetings are held, with minutes and chairpersons, to teach pupils about the technical aspects of meetings. For the most part, the meetings are informal. The student association has a supervising teacher selected by a teachers’ meeting at the start of the school year. A central objective of student association activities is increasing student inclusion, which is why student association meetings aim to discuss matters at as concrete a level as possible. The student association’s agenda has included:

- Decisions on the student association budget (such as buying games for the school and deciding on the rules of the games).
- Deciding on and discussing school regulations with the principal.
- Student association training in partnership with student associations from other schools.
- Visits to other schools’ student associations, learning more about their work, creating and maintaining relationships with them.
- Planning an annual children’s party
- Planning a student’s day on which pupils and students study whatever they like for one day. The planning can involve students suggesting and voting on subjects available to study on the day. The ten subjects that receive the highest number of votes will then be selected. Students can then choose one of the available subjects, and the teachers will arrange teaching and guidance on the subject. The student’s day is timed to coincide with the Children’s Rights Day, 20 November. The programme can include activities such as parkour, hiking, arts and crafts, clay and woodwork, creating films on an iPad, baking, sports games in the school gymnasium, or computer and console games.
- The Hyvä (“Good”) campaign is a concrete example of cooperation between the student association, the school and homes. Our campaign had the following weekly themes:
  - We make eye contact and smile.
  - We give positive feedback at least once every day.
  - We find different ways to praise and give positive feedback privately and publicly.
  - We let the children make guided choices.
  - We allow children to try different things and enjoy feelings of achievement and success.

**COMMUNITY**

Group development
- targeted clubs
- flexible early education
- student association

- mixed-age learning groups (e.g. self-directed study day)
- visits between classes and day-care groups
YLIKIIMINKI COMPREHENSIVE SCHOOL toolbox for preventing social exclusion

Matti Määttä
PEDAGOGIC PRACTICES

Targeted group activities
Pupils were offered targeted group activities after school, whilst they wait for transportation (approximately 12:00 noon to 1:30 p.m.). The aim of the group activities was to learn interaction skills as well as to identify and manage emotions through activities such as games and various exercises. The teacher assembled two groups that met on different days. The teacher met the parents of the pupils invited to join the club at the school and explained the criteria for participation in the club, and told the parents about the goals of the club activity. All of the parents had a positive attitude towards the project. Targeted club activity is an effective form of support, but based on our pilot, it is important to note the significance of concrete support from the parents. Without the participation of parents, it is difficult to get children committed to the club activity.

CLASS GROUP DEVELOPMENT

The plan was to implement group activity exercises with pupils in small groups on school days. The goal was to learn group interaction skills and how to identify emotions in oneself and others through various games and exercises. The class also makes use of the KiVa school anti-bullying programme materials. During the 75-minute lesson, the teacher and school mentor divided the group into two, with one half starting with the group activity and the other following the regular timetable. Halfway through the lesson, the groups switched activities. In the secondary school, the school mentor carried out group development activities with a youth leader at the end of lessons, for a duration of approximately 30 minutes at a time. This left 45 minutes for teaching under the regular timetable.

ACTIVITY DAY

An event organised jointly by the parent-school association and school staff to offer students an activity-oriented school day, during which they could learn more about an activity they could freely select from 15 available alternatives. Pupils in grades 0–2 worked on their own in groups, while pupils in grades 3–9 were assigned to mixed groups based on their activity choices. The activity points were arranged and operated by external partners (such as a sports club, 4-H, a hunting club, local business owners and local associations), school staff and representatives of the parent-school association. The activity day gave students information and inspiration on potential new hobbies they could take up. An activity day is an effective way of encouraging children to take up hobbies, particularly those who do not have an effective support network and ties with the local community.

COOPERATION BETWEEN THE HOME AND THE SCHOOL

Parents were invited to attend an interactive parents’ evening in March. The purpose of the evening was to give parents the opportunity to think about things such as how their children spend their free time, and how that affects their school and learning. The inclusion-promoting parents’ evening was also intended to enhance cooperation between the home and the school in other matters. Instead of using the school premises, the parents’ evening took place at a local youth centre. The programme for the evening included information on the youth centre’s operations, a lecture by Anu Alanka on the role of parents in supporting children’s free time, followed by a group discussion based on posters produced by the pupils. The posters illustrated the pupils’ views on spending their leisure time in ways that support well-being. The parents’ evening involved only the parents of the pilot class, which has 34 pupils. The parents’ evening was marketed via Wilma by the teacher and the school mentor.

Going forward, the aim is to introduce themes to parents’ evenings open to all parents in order to support partnership between the home and the school in raising children. This means that the number of parents’ evenings will not increase, but instead their content will be developed with a focus on increasing parent inclusion in cooperating with the school.

CLUB ACTIVITIES

Club activities have been developed at our school as part of an integrated school day. Third-sector operators organise club activities for pupils in the middle of the school day. A club activity in the middle of the school day gives all pupils the opportunity to participate. Due to long distances and differences in parents’ resources, club activities would not be available to all pupils without this type of arrangement.

Pupils were included in the planning and implementation of club activities at our school. Pupils in grades 5–9 have planned clubs that they implement on school premises after school. Pupils plan the subject for their club and define the target age group, followed by producing marketing materials and registration instructions. The planning and implementation of the student clubs is supported by the school mentor, who is the coordinator of the student club project.
SECONDARY SCHOOL NR 44
PRIONEZHSHKIY,
REPUBLIC OF KARELIA

PROGRAMME FOR OVERCOMING SOCIAL EXCLUSION

Deputy Headmaster, Extra-Curricular Activities: L.V. Tšeperegina
Educational psychologist: L.A. Koškina
Our school is not an ordinary one. Although we have the status of village school, we are not one. But we are not a city school either:

- The township of Chalna-1 is a military community. Most of the students’ families live in separate comfortable houses.
- The population of the community may be classified as socially successful. Low-income families account for 11.2%; Russian army servicemen and personnel - 81%; workers – 12.5%; housewives and unemployed persons – 0.9%; pensioners – 5.6%; businesspersons – 0.2%.
- The parents’ educational background is as follows: 46.8% have higher education, 38.9% have secondary special, 13% secondary and 1.3% incomplete secondary education.
- Most parents direct their children to receive complete secondary education and then enter universities and secondary special educational institutions.

Last spring we decided to participate in the project “Developing Cross-Border Know-How on the Prevention of Social Exclusion in Finnish and Karelian Schools”. We made this decision because work with socially excluded children was a problem for teachers and parents. We hope that the project will help us develop methods for taking the correct course of work with excluded students.

Broadly speaking, exclusion can be defined as “exclusion from social life, little or no access to social rights and benefits”. As it is quite difficult to select a Russian word which would be exactly equivalent to the term “exclusion”, many Russian sociologists and economists use its calque or literal translation. In the West, the term “diploma exclusion”, describing the exclusion of people (not only children and teenagers but also adults) from education, is used as well. In addition, Western sociologists use such term as “child exclusion” which means exclusion of children and teenagers from socially desirable forms of life adaptation.

Sociology makes a distinction between moral and social exclusion. Moral exclusion means the situation in which a person or a group of persons find themselves outside any moral norms and restrictions and are not recognized as human beings. Social exclusion is milder: The basis of social exclusion is a mental feature of higher living organisms such as the propensity to classify others as friends or foes. People can’t help being aware that they are unlike others. The point is how this unlikeness is perceived and experienced. Everyone knows he is different from other people in some respects. Understanding one’s unlikeness may play a positive role, driving self-affirmation. Regrettably, unlikeness is sometimes perceived as inferiority.

It is very important to identify children at the early stage of exclusion, and there’s no doubt that diagnostics and pedagogic observation can be very helpful here. After the school joined the project, the exclusion diagnostics developed by the University of Oulu and adapted by Karelian experts to Russian schools was carried out for 3rd and 7th grade students. The diagnostics covered students, their parents, class teachers, subject teachers and the social teacher. The diagnostics helped identify the state of exclusion in the school community.

Exclusion may be of different nature, but according to the observations made in our school, the state of exclusion is more frequent for:

- Children with external physical defects;
- Children with social misadaptation at the time of entering the school;
- Children who do not follow personal hygiene rules and look untidy.

The state of exclusion can be identified in various age groups, in children with different learning abilities. There are different stages of exclusion. If a child only begins to overcome the state of exclusion in his 3rd year at school, the problem is mostly solved in the 7th year. It should be noted that everyone, especially a teenager, feels the state of exclusion in an individual manner. Both teachers and parents should keep it in mind. An example from our school. A student underwent major surgery in his early childhood and was assigned disability status. Although he looks like a healthy child, the parents were so concerned about his health that they fully isolated him from his peers in his free time. As a result, the boy lost the ability to communicate with his peers, but his desire to live in community remained quite strong. The boy wanted to have friends, to be a member of the community. He needed comprehensive support from his teachers, parents and other children. The support from children was especially necessary. The boy needed a friend. Now he has a friend and is a real member of the community. So, with the assistance of parents, teachers and classmates, the student almost overcame the exclusion while attending school.
Another boy, a 3rd grade student. He stays in the state of exclusion continuously. The problem is that he finds it comfortable. He likes being alone. He does not need anybody to communicate with. He is by himself and that’s his normal condition. In the 1st year, he used to hide under his desk and stay there during all lessons. At the same time, the boy has good learning abilities and learns well. He did not participate in any class party. At best, he was only present. This child needs to be managed at all times. He needs to be managed by his family, classmates, teachers, school staff and even just garrison residents. First of all, this is necessary for his security. Yet, he has to be managed unobtrusively, taking into consideration his individuality. Most importantly, we must avoid doing any harm to the child!

At our school, exclusion is overcome through activities. The type of activity depends on the student’s abilities and interests. The teachers and parents have to find the activity in which the child will be successful. For example, a 7th grade student is not good at problems or theory tests in the classroom. However, as part of the project, he made a physical measuring instrument together with his friend. He presented his work at a school science conference and won a prize. Moreover, this year he began attending a shooting club and represented his class at the school competition. His classmates changed their attitude to him. This became evident not only for the teachers, but also for the parents.

A 3rd grade student still only attends the classroom events but we sincerely hope that he will soon become interested in joint activity and communication with his classmates and withdraw from the state of exclusion.

PROGRAMME JUSTIFICATION.
Students’ age: 6–17 years
Target group: 3rd and 7th grade students (school year 2012/2013), 4th and 8th grade students (school year 2013/2014)
Period of implementation: 1 year

The problem is acute due to the steady increase in the number of children with special educational needs and difficulties regarding social adaptation among peers and in community. For example, the number of such children in Russia is almost 2 million (8% of the total children population), including about 700 thousand disabled children, some of whom have external physical defects.

Today, all types of “special children” need attention, a special approach and the involvement of teachers, parents, classmates and social psychologists.

In spring 2013 the school’s teachers joined the project “Developing Cross-Border Know-How on the Prevention of Social Exclusion in Finnish and Karelian Schools”. We made this decision because work with socially excluded children causes problems for the teachers and parents, while these children do need help to adapt to the children’s community and be motivated to participate in social events.

PURPOSE OF THE PROGRAMME FOR OVERCOMING EXCLUSION:
Ensuring psychologists’ and teachers’ assistance to students in order to overcome exclusion through a comprehensive approach and joint efforts of all educational process participants.

OBJECTIVES OF THE PROGRAMME:
1. To identify excluded students at an early stage through pedagogic observation and diagnostics;
2. To identify the nature of exclusion;
3. To provide pedagogic support to the student and his parents;
4. To identify persons to manage the student (these may be: a teacher, classmate, older or younger friend, school staff member);
5. To involve the student in various activities in which he is successful;
6. To form social competence.

WHAT IS TO BE MANAGED: the educational process and social life of the student in the state of exclusion.
WHO IS TO BE MANAGED: the student in the state of exclusion.

PRINCIPLES OF THE PROGRAMME FOR OVERCOMING EXCLUSION:
• comprehensiveness: joint efforts of various specialists and all educational process participants to manage the case: class teachers, subject teachers, educational psychologist, social teacher, speech teacher, school management etc.;
• child’s active position: the main objective is not to solve the problems for the child, but to teach him solve problems on his own, to create the conditions for his self-development;
• individual approach—the individual approach is the detailed version of the differentiated approach. It is aimed at creating favourable learning conditions, taking into account the individual features of each child (particularities of higher nervous activity, temperament and, accordingly, character; speed of mental processes, knowledge and skills level, ability to work and learn, motivation, development of the emotional-volitional sphere etc.) as well as the particularities typical of this category of children;
• development principles—the human mind is flexible and continuously changing. Knowledge of the child’s development history and an analysis of his actual and potential development levels help build an educational psychological forecast and identify the child’s educational route;
• preventiveness: prevention of problem situations;
• ensuring positive emotions;
• principle of unconditional acceptance of the child by his teachers and parents.

The Programme for overcoming students’ exclusion comprises two levels:
1. Work with the child’s closest environment (teachers, parents). Form of work: surveys, individual and group consultation sessions.
2. Work with children (individual and group sessions, involvement in various activities).

Methods and techniques used in the Programme:
• Discussion
• Game therapy
• Team-building activities
• Art therapy
• Behavioural modeling

MAIN ACTIVITIES

WORK WITH STUDENTS.
The purpose is to prevent learning difficulties, acquire successful learning skills, identify “risk group” at an early stage, help solve crisis situations and develop social competence.
The objective is to help the child find his “own” activity. This activity will enable the child to discover himself, develop his personal qualities and find his place in the community.

The work in this area involves the school management, educational psychologist, social teacher, class teacher, subject teachers. The work with students is divided into two stages:

STAGE I
1. Getting acquainted, joining the group (if this is group work);
2. Understanding the rules of social behaviour and the need to comply with them;
3. Creating favourable conditions to make the children more active;
4. Generating empathy, the ability to feel for others;
5. Getting acquainted with various emotional conditions through essays.

STAGE II
1. Creating conditions for involvement in joint activity with the classmates;
2. Generating emotion expression skills;
3. Promoting the development of skills to assess one’s own behaviour and that of other people;
4. Consolidation of the positive model of the student’s behaviour and his classmates’ attitude to him.
WORK WITH PARENTS:
The purpose is pedagogical and psychological education (improvement in pedagogical and psychological competence), the involvement of parents in the educational space of each child, which is achieved by the understanding by each parent of the importance of the child’s cognitive activity, its particularities, specifics and dependence on a favourable family climate, early identification.

Methods of work with parents:
• Discussion
• Surveys
• Seminars
• Involvement in joint activities with the child

The work in this area involves the school management, educational psychologist, social teacher, class teacher, subject teachers. Family is crucial for preventing exclusion.

While observing the families of excluded students, we noted the following behavioural models of their parents:
1. Parents who take an offensive or accusing position towards everyone (child’s classmates, their parents, teachers, school staff, neighbours). In the event of even the slightest remark against their child they rush to defend him, accusing everyone of misunderstanding.
2. Parents who wish to isolate their child from his peers (up to going out only with the mum, as far away from other children as possible, and individual learning). They demand that teachers treat their child with special indulgence.
3. Parents who believe that everything is OK. They don’t see any problems. They prefer to be left in peace.
4. Parents who assess the situation correctly and look for a solution. They are open to contacts with the class teacher, subject teachers and the school’s social psychology service.

The goal of the school is that the parents, together with the class teacher, subject teachers and classmates, become a lifeline to pull their children out of exclusion.

WORK WITH TEACHERS:
The purpose is to provide the teachers with psychological information on the student’s individual and age-related particularities, methods for the identification of “risk group” students and work and management methods for students in the state of exclusion.

At our school, exclusion is overcome through activities. The type of activity depends on the student’s abilities and interests. The teachers and parents have to find the activity in which the child will be successful.

Types of psychological and pedagogical management works:
• diagnostic (individual and group);
• counselling (individual and group);
• psychological and pedagogical education: development of psychological and pedagogical competence in students, school managers, teachers and parents;
• management.

Management may be:
• Open, when the managed student knows that he is being watched and openly supported.
• Covert (invisible) when the managed student is unaware that he is being managed.

EXPECTED RESULT:
• Positive changes in the students in the state of exclusion. They are involved in the life of their class and have positive emotions.

The indicators of adaptation to the system of informal relations encouraged by the teachers may be as follows:

The child:
• Pays attention to the needs of other persons;
• Can express his anger appropriately (does not show aggression or other forms of destructive behaviour);
• Makes a compromise (reaches an agreement) with his peers when required by the situation;
• Shows sympathy to others.

Adaptation indicators evidencing that the student is accepted by his peers:
• Other children want to involve him (or her) in their games and joint activities;
• The student can change his activity if this is required to continue interaction;
• The student spends his free time together with his peers;
• The student interacts with his classmates who belong to different groupings;
• The student models positive relations between peers.
MODEL STRUCTURE OF AN INDIVIDUAL EDUCATION PLAN:
Profile

<table>
<thead>
<tr>
<th>Full name of the child:</th>
<th>Age:</th>
<th>School:</th>
<th>Class:</th>
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<tbody>
<tr>
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<td>Full names of the managing specialists:</td>
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<td>Social teacher</td>
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<td>Findings and recommendations of the Psychological, Medical and Pedagogical Commission (if any)</td>
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Long-term objectives

Objectives for the current period (school year)

Regime of the child’s stay at the educational institution

Formation of social competency:

<table>
<thead>
<tr>
<th>Main activities (approximately)</th>
<th>Specific objectives for the period</th>
<th>Responsible persons</th>
<th>Solution mechanisms and forms of activity</th>
<th>Achievement criteria</th>
<th>Achievement assessment forms</th>
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<td>Communicative competence</td>
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<td>Formation of positive motivation etc.</td>
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Cooperation is the key to the successful integration of excluded children. Cooperation cannot be limited to interaction within school. Only wide cooperation can ensure that:
1. the mass school uses the latest academic achievements and best practices for the training and education of children with special needs;
2. all activities of the educational institutions are aimed at overcoming exclusion;
3. educational work takes due account of the individual particularities of each child as well as the specificity of the environment in which he is growing up.

SUCCESS STORY OF THE SCHOOL NO 44

STUDENT 1

At the beginning of the project, this 3rd grade student seemed to have no self-esteem, poor communicative competencies, was unable to focus on the educational process. His basic problems were relationships with other children, infantilism. He was additionally diagnosed by our school psychologist. The diagnostics revealed that his emotional and volitional sphere was underdeveloped and unstable with no control skills and volitional organisation. The boy preferred to avoid responsibility, had no steady interests and showed a high level of physical, indirect and verbal aggression. At
the same time, his stress resistance was quite low. Thus, it could be concluded that the child was in the state of continuous social exclusion. What made the problem more difficult to solve was that the boy felt comfortable. He liked being alone. He did not need anybody to communicate with. He was by himself and that was his normal condition. In the 1st year, he would hide under his desk and stay there during all lessons. At the same time, the boy had good learning abilities and learnt well. He did not participate in any class party. At best, he was only present.

In our opinion, this problem could be solved through joint activities, work in groups, training sessions, discussions, pedagogic management. The pedagogic management is of special importance for the boy as he needs to be managed by his family, classmates, teachers, school staff and even just garrison residents. First of all, this is necessary for his security. At the same time, such support should be unobtrusive and take into account the child's individual features.

In the end of the 4th year, the student began to take part in class events, such as birthday parties, he was interested in joint activities, communication with his peers, not only at school, but also outside it. The boy now had his own circle of contacts. Moreover, he started to keep his personal portfolio and pay attention to his achievements. His participation in the school-wide Troop Parade show, in which the whole class had to participate, became a sort of a peak of success and a watershed moment in withdrawal from the state of exclusion. The students had to march in pairs and do a number of marching exercises before the whole primary school, jury and parents. If the student had refused to participate, the whole class would have lost. The boy took a grip on himself, participated in the parade and his class won. All of his classmates thanked him. After that the boy participated with his class in a number of school events such as the Zamichka military sports game, Day of Health, Victory Day concert, primary school graduation party.

STUDENT 2
A student underwent major surgery in his early childhood and was assigned disability status. Although he looks like a healthy child, the parents were so concerned about his health that they fully isolated him from his peers in his free time. As the result, the boy lost the ability to communicate with his peers, but his desire to live in the community remained quite strong. The boy wanted to have friends, to be a member of the community. The results of school diagnostic show that the student has a low emotional maturity level, low stress resistance, underdeveloped volitional organisation and social misadaptation. He experiences difficulties with learning. The difference of this situation from the student 1 story is that the child wanted to communicate and take part in the class affairs, was open to contacts, but his classmates would not admit him. At the same time, the parents only worsened the situation by being too demanding of the child and obtruding a negative attitude to the others.

So, comprehensive work with the child, his parents, classmates and subject teachers was needed. Acceptable methods included discussions and training sessions conducted by the school psychologist as well as the creation of a success situation for the child in order to improve his appreciation by his classmates, that is to find something which nobody but him could do. The boy needed a friend to manage him for pedagogical purposes.

As the boy had health problems and could not do active sports, he joined a shooting club where he made friends with one of his classmates. With a strong talent for shooting, the boy soon achieved good results and his classmates appreciated it. They asked him to represent the class in the Shooting section of the Zarnitsa school-wide military sports game. This was the watershed moment in this child's story.

The next important point in overcoming exclusion was the child's participation in the school's Days of Science. The teacher proposed that the student should make a physical measuring instrument, use it and present the results at the conference, because usually this child was not good at solving problems or answering theory questions in the classroom. The student did this work together with his friend outside of school hours, presented it, and the boys were awarded a prize.

The boy's self-esteem improved, the classmates' attitude to him changed for the better. This became evident not only to the teachers, but also for the parents.
Thus, by the end of our joint project the child has got a friend, has become a member of the school community, takes an active part in school and class activities and is more motivated to learn. In addition, the parents now trust him to greater extent in choosing friends and support his desire to be a useful member of the children’s community.

EXAMPLES OF SCHOOL EVENTS

WINTER BIRTHDAY PARTY SCENARIO for 4th graders
Subject: Winter Birthday Party.
Purpose: team-building

OBJECTIVES:
• to wish a happy birthday to those whose birthday is in winter;
• to create a favourable psychological atmosphere within the class;
• to develop creative teamwork skills.

Equipment: presentation, greeting film for the birthday kids, balloons with wishes, paper snowflakes with tasks, 2 album sheet, scarf to be used as a blindfold.

THE AUTHOR OF THE SCENARIO is the class 4b teacher, Secondary School No. 44, Prionezhsky District, Republic of Karelia

THE COURSE OF THE PARTY:
Teacher: Dear kids, dear parents, we are starting the Winter Birthday Party. This is the party for those whose birthday is in winter.
All guests sit in the classroom while the birthday kids enter in step with Crocodile Gena’s Song and take the seats of honour. http://vashimdetyam.ru/mp3/mult/pesnja_krokodila_geny.mp3

Student 1: There is a wonderful festive day Which brings more gifts than all others. Both grown-ups and kids know That it comes once a year. All people love this day and look forward to it Bake a cake with candles... Can you guess? Of course, This festive day is The birthday;

Student 2: We can’t wait to greet All those who were born in winter. And we wish you, friends, Peace, happiness and all the good things. Learn diligently, Don’t be obstinate or lazy. Know that one day The multiplication table, handicraft, Penmanship and timetable Will be of service to you.

Student 3: On a winter frosty day Greetings to the birthday kids! Our hearty greetings! We wish you to live without misfortune. Do not upset your mums and dads. Get good grades. Let knowledge, bravery and kindness Stay with you forever;

Teacher: An old legend says: When a person is born, A new star appears in the sky To shine for him for his lifetime. I want your stars to shine brightly and never die away. Now let’s listen to what horoscopes tell about our birthday kids.

Student 1: Sagittarius kids are very curious and smart and have an excellent memory. And nobody asks as many questions as they do. Sagittarius kids are sociable, like being in the centre of attention, can’t stay alone, enjoy sports. Their birthday parties are usually a lot of fun as they are very inventive and have a great imagination. Sagittarius kids are very curious, they are eager to learn new things such as how the world is arranged, where Big Foot lives, why the kite flies and so on. They prefer bright-coloured toys such as a yellow racing car, a red horse and so on. They are ...(names of the birthday kids)

Teacher (smiling): Sagittarius boys like pretty girls. But they don’t like dull girls! Sagittarius kids make friends with merry and sociable kids.

Student 2: Capricorn kids are intelligent, calm and obedient. A Capricorn kid does not run like mad. He likes going out with his parents and always knows what to do. But sometimes he can be sluggish. Sluggishness is not laziness, it’s typical of a thinker. Capricorn kids were born in a white fluffy fairy tale. You should be careful when choosing a gift for them. The boys will be happy to receive a toolkit, even just an excellent screwdriver or another useful thing. The girls will enjoy what a little lady of the house needs: baking cases, apron, nice brushes, a cachepot.
They are ...(names of the birthday kids)

Teacher (smiling): Capricorn boys like all girls. But they always pay attention to whether the girl is dressed fashionably, whether she has nice things.

Student 3: Aquarius kids live on a rainbow. Don’t be surprised, that’s really true. You can never
know in advance what they will say or do. Aquarius kids are very inventive, original and capable of most unexpected acts. You have to use your imagination when choosing a gift for an Aquarius kid. They are interested in everything; jet planes, wildlife, oceans, the workings of a TV, ancient peoples, the mysteries of faraway planets and so on. Everything that flashes, flares or ignites can be a gift for an Aquarius kid. This can be an electric torch, a battery-operated toy or similar things. And, of course, books about discoveries and original and unexpected things, science fiction. When preparing a gift should use light and dark blue and violet colours. These kids are ...(names of the birthday kids)

Teacher (smiling): Aquarius boys don’t care about love at all. Become a friend of his and he’ll pay attention to you. The kids have prepared wishes for you. The birthday kids select a balloon, take out the statements of wishes and read them aloud.
1. We hope you will drink boiled milk in the mornings.
2. We hope you will see a live dinosaur.
3. We hope you will become a famous ice-cream eater.
4. We hope your desk neighbour will treat you to a chocolate every day.
5. We hope you will be given extra food at the canteen even if you don’t want it.
6. We hope you will get only the best grades.
7. We hope you will be always cheerful.
8. We hope you will see the biggest star.
9. We hope you will become famous.

CONTESTS
The birthday kids in turn take paper snowflakes from the blackboard and fulfill the task specified in their respective snowflake.
1. Walk by “pieces of ice” to the other “shore”. (Using two album sheets as a piece of ice, the student must get from one side of the classroom to the other.)
2. Guess who wishes you a happy birthday. The birthday kid turns away and a classmate of his wishes him a happy birthday.
4. Walk between items lying on the floor with your eyes blindfolded. (The items are put on the floor while the birthday kid sees them and after his eyes are blindfolded some items are removed).
5. Act out an animal.
6. Recite a poem about winter.
7. Crouch down 5 times.
8. Tell us what has changed. (Several items are displayed on the table. As the birthday kid turns away, one item is removed or added.)
9. Give three names of boys and three names of girls beginning with the same letter as your name.

Teacher: Thanks to all of you for your attention, For your fervour, for your ringing laugh, For your eagerness to compete, Which ensured your success! May everybody laugh, Dreams come true, Night dreams be joyful, Morning be good, Mum not be upset. We hope you will grow and not be bored, Won’t upset your mums and grannies. And always beg pardon For any troubles. We hope you will toughen up and become more intelligent And never fall ill during the year. We hope you will never be presumptuous Or lazy. The birthday kids are given gifts and everybody is invited to the table.

During the tea party the kids watch a greeting film for the birthday kids.

REFLECTION
The Winter Birthday Kids’ Party was held in late February in a primary school classroom. The class teacher developed the scenario, prepared the presentation and the greeting film. The children helped decorate the classroom, prepared the wishes, postcards and surprises and selected music for the disco. The parents helped arrange the tea party and gifts. In addition, a homeroom session without the birthday kids was held at which the children elected the event presenters who prepared and read the greeting poems.

The party passed in a friendly and informal manner. It gave positive emotions not only to the heroes of the occasion but also to the participants and parents.
PURPOSES AND OBJECTIVES:
The purposes of the Zarnitsa military patriotic game include the personalised all-round development of students, the active patriotic upbringing of children and teenagers, the enhancement of their understanding of their duty to the Fatherland, the involvement of the public in the upbringing of youth, the study of the traditions and history of the Russian Army and Navy, the mass development of physical culture and sports and the acquisition of safety skills.

GAME ORGANISERS: Municipal General Educational Institution Secondary General Education School No. 44

GAME PARTICIPANTS:
teams of 5, 6, 7, 8, 9 grade students. The 10 and 11 grade students provide assistance in the preparations for and during the game in the following areas:
- marching skills;
- fire-fighting skills;
- knowledge of Russian military history;
- medical and sanitary skills: First Aid;
- physical skills;
- topographic skills;
- shooting skills;
- assembly and disassembly of the Kalashnikov rifle;
- road safety;
- civil defence.

CLOTHING: sportswear.


PROCEDURE OF THE ZARNITSA 2014 SPORTS MILITARY GAME:
Welcome address by the game organisers. Address by the presenter. The team captains raise the state flags of the Russian Federation and Republic of Karelia. The anthem of the Russian Federation is played. The captains present the mottos of their teams.

1. Marching skills: the team fall in one or two ranks, make in-place turns left, right and about-face, march with a song (gym). (All teams participate in turns).

2. Fire-fighting skills: Theory stage: the whole team participates (on computers, classroom No. 6). Practice stage: extinguishing open flames using a fire extinguisher against the clock. Each team is represented by two members (ground near the school building).

3. Russian military history quiz (classroom No. 6). The whole team participates, answering questions on a computer.

4. Medical and sanitary skills: First Aid. Theory stage: the whole team participates. Practice stage: each team is represented by 4 members. Classroom No. 15.

5. Physical skills Pull-ups: each team represented by 2 boys. Press-ups: each team represented by 2 girls. Standing jump: each team represented by 3 members. Shuttle run (the whole team). Gym.

6. Topographic skills. Each team is represented by two members. (Classroom No. 13). Walking a compass bearing.

7. Shooting skills Shooting an air rifle in the lying position at the distance of 10 m (2 persons from each team, 3 practice shots and 5 record shots). Dance classroom.

8. Assembly and disassembly of the Kalashnikov rifle Each team is represented by two members. Student lounge on the first floor.

9. Road safety Theory stage: the whole team participates. Practice stage: “Figure driving”. Each team is represented by 4 members (gym). Straight line, fence, circle, seesaw, obstacle.

10. Civil defence Theory stage: the whole team participates. Practice stage: putting on a gas mask: 2 boys and 2 girls.

11. Announcement of results Award ceremony.
SCHOOL 20: The ideas of the projects
OBJECTIVES OF THE PROJECT AT THE SHUYA SECONDARY SCHOOL:

- integration of teachers', parents' and students' efforts to prevent and overcome exclusion of students of the classes participating in the Project, through various forms of joint activity (joint meetings of parents, teachers and students);
- pedagogical education of the teachers and parents on the problem of exclusion and methods for overcoming it (parents' meetings, class teachers' seminars);
- prevention of exclusion through the development of interaction skills in students (individual discussions, team-building games, business games, performances, communication sessions –5th grade, training sessions–9th grade).

PARTICIPANTS: class 5a and 9 students, their parents, class teachers (Kozlova, Natalya Nikolayevna, the class 5a teacher; Anashkina, Anastasiya Valeryevna, and Biryukova, Tatyana Leonidovna, the class 9 teacher), subject teachers, social teacher, practical psychologist Skobelkina, Olga Sergeyevna, the Project manager.


EXPECTED RESULTS:

• improvement in the socio-psychological well-being of students;
• development of know-how for the prevention of social exclusion at school;
• direct solution of individual students' problems.

Our motto:

“LET’S BE FRIENDS, KIDS!”

SUCCESS STORIES FROM SCHOOL 20

STUDENT 1

7th grade. A girl is brought in a single parent family (her parents are divorced) and has an older sister. Her father has used psychological violence (pressure, humiliation) since her childhood. The girl had little contact with her classmates and teachers. As part of the project, we focused our efforts on this girl. The class teacher, jointly with the social psychology service, held training sessions to build and better understand the class community. The class teacher made attempts to involve the girl in social life through responsible tasks, participation in contests (“The Best Healthy Lifestyle Poster”, billboard decoration etc.). Individual discussions were held continuously. The girl did not attend out-of-school activities. We deem it a success that the girl bowled in team with other children.

STUDENT 2

3rd grade. A boy has come from another school. He is being brought up in a large family of social risk. At the time of entering the school the boy stayed aloof, did not talk even to the teachers and chose himself a place under the farthest desk. The teachers helped the family obtain a certificate for individual learning from the medical institution, helped submit documents to the local welfare centre for the child benefit and free breakfasts at school. The teacher, speech therapist and psychologist worked with the boy individually. By the end of the school year the boy had almost caught up on all subjects, got used to the school setting and was able to freely enter the classroom and canteen. He managed to make friends the next year when he continued his studies in a special needs class.
TOURIST RALLY

Every September, as part of Health Day, a tourist rally is held, which has already become a good tradition of the school. Children of various categories take part in such competitions as rope climbing, sandwich-making, motto contest etc. Students from special needs classes are assisted by 9th and 10th graders. Parents take an active part in this event.

PURPOSE:
To ensure barrier-free interaction between educational process participants as part of competition and health events.

PARTICIPANTS:
• 1st–11th grade students
• teachers
• parents
• school management
• school’s social psychology service
• medical staff

TOURIST RALLY STAGES:
• Preparatory (team induction, training)
• Principal (forest hike)
• Closing (announcement of results)

WHAT DO WE DO IT FOR?
• to get acquainted with new children, parents, teachers;
• to communicate informally;
• to show one’s abilities and particularities;
• to develop teamwork abilities;
• to create a success situation for the children.
Prionezhsky Municipal District
SUOJU SCHOOL

Educational psychologist Olga Sergejevna Skobelnika
AGGRESSION: ITS CAUSES AND PREVENTION

It is common knowledge that aggressive behaviour often has irreversible effects. It is also thought that the behaviour of parents has an impact on children's actions. In connection with the recent events at Moscow schools, the issue arose as to how to prevent such behaviour at our school. The educational psychologist has developed a preventive action plan to prevent aggressive behaviour among students, parents and teachers. One of the actions is this report at the school-wide parents' meeting on 20 February 2014. Its purpose is to prevent aggressive behaviour among students and parents. The meeting was attended by the parents of grade 1–11 students (101 persons). The report was accompanied by a presentation describing the definition, causes and types of aggressive behaviour, and diagnostics of students. The parents were also given the following recommendations for communicating with an aggressive child. In addition to listening to the educational psychologist's report, the parents had the opportunity to talk to the Headmaster, Deputy Headmaster for Training Activities and the educational psychologist.

RECOMMENDATIONS FOR COMMUNICATING WITH AN AGGRESSIVE CHILD:
1. Stay calm in the event of minor aggression.
2. Focus on actions (behaviour) and not on personality.
3. Control your own negative emotions.
4. Reduce tension.
5. Discuss the problem.
6. Maintain the child’s positive reputation.
7. Show a non-aggressive behaviour model.
8. Prevent the children’s aggressive actions.
9. How to treat the child after aggressive behaviour:
10. Teach the child how to control his anger. Develop control of destructive emotions.

Based on the above, it can be concluded that there are contradictions between children and parents. According to parents, it is especially evident in families with teenagers. The parents also admit that they are often responsible for the aggressive behaviour of their children. After the meeting, many parents asked the educational psychologist for individual advice on how to communicate with their child. They have the opportunity to visit the school and consult experts. Small as it might seem, I think this is a real achievement, as the parents are willing to visit the school to solve their own problems as well as those of their children.

“EXCLUSION IS CURED BY LOVE”
Deputy Headmaster, Training Activities
Svetlana Vjatšeslavovna Ostaltsova
Suoju School

On 10th September, a meeting of friends took place at our school as part of the PREVENT training seminar. The PREVENT Project manager at our school is psychologist Olga Sergeevna Skobelkina.

The purpose of the Project is to create the conditions for the socio-psychological well-being of students and the prevention of social exclusion at schools. Finland’s and Karelia’s education experts shared their opinions and experience on this problem over three days from 9–11 September.

The social exclusion of students is a major pedagogical problem. Rejecting many things around him, the child retreats into himself and it becomes more difficult for the teachers to influence him. At the same time, the child feels isolated from other people, lonely, experiences difficulties with communication and realisation of his personal potential.

It is well-known that a problem is easier to prevent than to solve. Our teachers believe that by involving students in all sorts of clubs, we are providing them with additional opportunities for communication and individual development.

We showed our Finnish colleagues a number of additional education classes such as sports, hand-icraft, military patriotic, environmental activities, arts. Our guests were very pleased to see the so-called “live journal”: they observed the training sessions of our young hockey and football players.
and graceful figure skaters, participated in the creation of the First Grader’s Alley, plunged into the world of art with 5th graders, played Karelian games and had the opportunity to ask questions. The patriotic education of students, which is now a topical issue, aroused special interest.

We would like to express great gratitude to our teachers: Pavel Dmitrievich Korolyov, Gennady Vladimirovich Vostryakov, Elena Dmitrievna Shirkova, Maria Stanislavovna Romanovskaya, Yulia Aleksandrovna Baydarova, Svetlana Borisovna Otavina, Zoya Aleksandrovna Krestyaninova for their creative attitude and outstanding master classes. Of course, extra-curricular activities are not the only solution to the problem. We should also mention class community life, cooperation between students and parents in joint activities, positive results presented by T.L. Biryukova using the example of her class at the seminar in Petrozavodsk on 11 September. Tatyana says that “all students exposed to the risk of exclusion are now actively involved in the social life of their class and school.

The diagnostics data presented at the seminar prove that these children do not feel excluded from the community and have common interests with their classmates”. The individual work with students is also very important. Anastasiya Valeryevna Maslyakova, a teacher of physical education, told the Finnish colleagues how individual management was implemented using the example of a particular student, naturally without identifying him. Well, the very atmosphere of the school community affects the school performance.

The school headmaster, Andrey Borisovich Anastasyev, said: “We have great plans on this issue. This year the school is celebrating its 210th anniversary and I hope that the preparations for this event will unite the school teachers, students, parents, graduates and friends. We will work. We will look for new ideas to solve important pedagogical problems.” In the end, we summarised the results of the meeting and tried to find jointly a remedy against social exclusion. The basic idea of the numerous proposals was that exclusion, like many other vital problems, is cured by love, love for a human person, love for one’s profession, love for life.

SUCCESS STORY FROM SUOJU SCHOOL

STUDENT 1
A 9-year-old boy, 3rd grade, sociable, has friends both among his classmates and other children of his age, whom he finds it easy to communicate with. He has been a member of this community since the 1st grade. At some point, the boy began to have outbursts of aggression against his classmates. For example, at a physical education lesson the boy took a wrong place in the formation. When requested by the teacher to change his place, the boy started shouting that he would not do it. The teacher decided not to focus on this in order to prevent further development of the conflict.

Quite often, such aggressive behaviour occurred without any evident reason. As the result, the classmates started to ignore the boy; they simply did not want to talk to him. On some occasions, they laughed at him. The boy would shout, stamp his feet and hurl things. After such outbursts, the boy had periods of apathy: He would sit at his desk and would not work in class. He looked estranged. His class teacher developed an action plan to prevent exclusion.

PLAN
• Discussion with the student, school experts, parents.
• Discussion with individual students (involved in conflict).
• Homeroom sessions for team-building activities.

The classroom teacher spoke to the child and learned that his parents quarrelled and squabbled in the presence of the children. At first, they had a consultation session at school without the child. After that, consultation was provided for the child and then for the whole family together. The discussion with the child revealed that the boy was very emotional over the parents’ relations. The mother was positive about the discussion. She clearly wanted to resolve the problems at home and at school. After these meetings, the child’s behaviour improved for some time. The consultation session took place in the psychologist’s office in the presence of the class teacher.

In the course of the consultation session we found out that the boy spent a lot of time playing computer games at home; he had no domestic responsibilities as the mother did everything herself. When the parents ask him to turn off the
computer, the boy begins to call them names, shout, get offended, throw his things and behave aggressively. Both parents are opposed to the boy playing computer games. The mother makes demands more often as the father works a lot and spends little time on his son.

The mother was given recommendations on how to communicate with the child, how to arrange his leisure time (involve the child in out-of-school activities, assign him some domestic responsibilities, offer him joint activities such as reading books, going on trips or to the cinema).

In addition, the parents received advice from a family psychologist as recommended by the school staff.

The boy was also included in the educational psychologist's special needs group in order to stabilise his emotional condition and develop his communication skills. The boy was happy to attend the group once a week. The class teacher's work resulted in improvements in the boy's relations with his classmates. The boy became quieter during lessons and homeroom sessions. He learned to control his emotions. He joined a hockey club and young environmentalists' club. According to the parents, the boy became more emotionally balanced and adequate in various situations. In this way, the class teacher helped the student to withdraw from the state of exclusion.

STUDENT 2
A 13-year-old boy has attended our school since he was in the 3rd grade. He lives with his mother and stepfather. He has a younger sister and a brother, who lives and studies in Petrozavodsk. The boy has been playing football and ice hockey since primary school.

His classmates are strong and active students. Their grades are “good” and “excellent”. The boy is having difficulties finding his place in the community. The boy has limiting health conditions, intellectual disorders and an insufficiently developed emotional and volitional sphere. He gets very tired during lessons, is sluggish and can’t keep up with his class. These problems make him suffer as they have an impact on his interpersonal relations with the classmates; the teachers find it difficult to work with him in the classroom. The boy’s low self-control level causes problems during lessons and breaks. He obstructs the teachers' work, yells, demands attention, walks around the classroom when unable to become focused on the task. At the same time, the boy is sociable and ready to help his peers and adults. He helps the physical education teacher to prepare a billboard near the gym, helps carry things when a teacher moves to another classroom.

All classmates are intolerant of this student and ask teachers to remove him from the classroom as he disturbs their work. Against this background, a quarrel occurred between the boy and his classmate, a girl. She started calling him names and driving him out of the classroom. In turn, he threw her things off the desk. Some classmates called for adults, who arrived and settled the situation. The class teacher and the educational psychologist carried out a number of activities to solve this problem on the initiative of the class teacher:

• The social teacher invited the boy’s parents to the school.
• The boy received advice from the social teacher on how to settle the conflict and from the educational psychologist on how to stabilise the emotional condition.
• With his parents’ consent, the boy visited a psychiatrist who prescribed medication.
• Homeroom sessions were held to settle the conflict.

Based on the results of the consultation session, the boy and his parents were offered an individual home learning programme to reduce the workload.

According to our school’s practices, some children on home learning programmes still attend school on their parents’ request. Such children have an individual training plan prepared by teachers with 10 mandatory classroom hours (algebra, geometry, Russian language, literature, English language, history). The boy goes to school at the specified time and visits the teachers during their free hours. Whenever possible, the boy is not required to arrive for the first lesson and thus has more time to sleep. He goes to school four days out of five. At home, he is supervised by his mother, who works in shifts, and by his grandmother while the mother is absent.

The boy may also attend optional lessons with his class. The parents enrolled him in an individual learning programme. As the result, the boy goes to school with less workload and his relations with the classmates, including the girl, have stabilised.
The boy was offered to be in charge of sports in his class. Now he is responsible for notifying his classmates of upcoming competitions. For this purpose, he interacts with the physical education teacher. He also takes an active part in school and out-of-school sports events. During sport competitions, he maintains the team spirit and supports the team. The classmates are quiet about it.

So, the child now enjoys comfortable conditions at school. Formerly, while a full-time student, he used to get tired (7 lessons a day), lag behind his classmates and therefore stayed in a stress situation. That was the reason he failed to control himself during lessons and breaks. After his workload was reduced, the boy enjoyed individual classes. He also had the opportunity to attend optional lessons. Analysing his behaviour, the classmates began to accept him. The boy began to attend out-of-school events such as birthday parties etc. Now he has friends. The parents are happy about this learning programme. The boy became more interested in his studies and began to do his homework, which he never did before. He used to tell the teachers that the homework was too difficult and that the parents could not help him. In the past, he would not stay after classes for consultations on school subjects.
PREVENT – TOOLS FOR PREVENTING SOCIAL EXCLUSION AND INCREASING WELL-BEING IN SCHOOLS

Veli-Matti Ulvinen
The following questions help to assess and define the school’s resources, in relation to its operating environment, for preventing the social exclusion of children and young people and increasing well-being:

- How many pupils does the school have in different years: what is the relevant resource allocation, are any changes expected?
- What kinds of families do the pupils come from; how far are their homes from the school, what kinds of circumstances do they have at home?
- Has the school adopted special student grouping approaches; how have resources been allocated to them?
- How is the transfer of pupils from the school to upper school levels organised; what cooperation partners are involved in the transfers?
- How is the school staff as a resource (including teachers, school assistants, special needs teachers, school secretary and the principal)?
- How is the school’s student welfare staff as a resource (including the school nurse, school doctor, school social worker and psychologist); do they also work elsewhere?
- How is the school’s other staff as a resource (i.e. municipal support service personnel, including cleaning staff, kitchen staff, caretaker and property manager)?
- Do the school’s various personnel groups meet regularly?
- How are the pupils’ parents as a resource; are they active in cooperation, does the school have a parents’ association?
- When was the school built; how are the school’s facilities and classrooms as a resource?
- Are there special groups or other operation- al entities operating in the school building (such as a special school or day-care centre)?
- Where is the school located in the municipality’s population and economic structure; what is the building stock and what kinds of jobs are there, what other schools, what municipal services, and what leisure activities are offered in the vicinity of the school?

A key principle of the tools to prevent the social exclusion of children and young people and increase well-being is that the school’s entire staff makes a valuable contribution to support pupils’ well-being, development and learning. The objectives are cooperation between different kinds of students and well-being, as well as cooperation between the home and the school. Another key objective that applies to all pupils is strengthening a healthy sense of self-esteem.

To begin with, the school’s student association, parents’ association and school staff can prepare a school agreement that sets out joint objectives and principles for the activities and the roles of the various parties involved in achieving these objectives. A key principle and objective should be that every child and adult is considered a valuable member of the community and that no-one is left alone in the community. Part of this idea is that each member of the school community has strengths and skills that serve as the building blocks of the school community as a whole.

Joint objectives may be set for each school year. An example of a key joint objective could be strengthening children’s positive identity and self-esteem based on their strengths. A new set of rules can also be discussed and written down for the school. The shared rules should also be recorded in the school’s regulations, which are updated every school year in cooperation between the school staff, the student association, and the parents’ association.

Creating an operating culture requires continuous dialogue and the identification of perspectives and concrete forms of activity. Any school’s operations consist of different phases, the operating environment changes over time, and pupils, homes and staff also change as the years go by. Schools live a full life of different thoughts and feelings, but the core of an operating culture that emphasises the individual and the community must be sustainable and develop over time. To achieve the objectives
KiVa Koulu® is an anti-bullying programme developed at the University of Turku with funding from the Finnish Ministry of Education and Culture. Approximately 90% of all comprehensive schools in Finland are registered KiVa schools implementing the programme. The KiVa operating model is seen in schools as each class using programme materials and lesson plans to increase awareness of and prevent bullying. To ensure the implementation of the programme, the KiVa school coordinator teacher provides monthly reminders of lessons to be held as part of the operating model. This means that all classes cover the same theme at the same time, using the methods that best suit the class in question. During breaks between classes, the KiVa approach is reflected by a special KiVa vest worn by break monitors.

In their broadest sense, the school and the day-care centre, together with other local day-care centres and schools, form a consistent path of growth and learning from early education to secondary school. This consistent path of growth and learning can be supported by joint meetings of the parents’ associations of local day-care centres and schools, which can provide opportunities to discuss matters such as the significance of positive encounters, a humane atmosphere and the formation of an operating principle shared by the entire local educational community. When successful, these meetings can produce results such as a slogan of “Growth and encouragement for the entire village”, which the school can then promote further.
The parents’ materials available online at http://data.kivakoulu.fi/materiaalit/pdf/muut/fin/kiva_vanhempien_tiedote_2013_fin.pdf describe the KiVa programme as follows:

“KiVa is short for ”Kiusaamisen Vastainen”, or anti-bullying in Finnish. The KiVa programme has been found to reduce bullying and increase well-being in schools.

IN KiVa LESSONS, PUPILS AND STUDENTS LEARN WAYS TO STOP BULLYING
The KiVa programme is evident in the day-to-day life of participating schools in many ways. Primary school students take KiVa lessons in the first grade (10 double lessons) and again in the fourth grade (10 double lessons). In secondary school, KiVa themes (four in total) aimed at seventh graders are implemented in the form of either lessons or theme days. The lessons and themes include discussions, group work, short films on bullying and role-playing exercises. Their content progresses from general topics, such as the importance of respect in human relationships, to the mechanisms and consequences of bullying. Many of the lessons focus on the role of the group in supporting or putting a stop to bullying: this involves thinking about, and doing exercises on, various ways to stop bullying. The lessons and themes are complemented by the KiVa anti-bullying computer game, and in secondary school, a virtual learning environment called KiVa Street. The KiVa programme is also visible in the form of posters in the school hallways.

THE KiVa TEAM ADDRESSES BULLYING CASES IN COOPERATION WITH THE CLASS TEACHER OR TUTOR
work with the class teacher or tutor to address individual cases of bullying. The school staff have received training on the implementation of the KiVa programme and addressing cases of bullying.

If you suspect that your child is being bullied or you have reason to believe your child is bullying others, contact the school to ensure that the matter can be dealt with as quickly and effectively as possible! Discuss bullying with your child, even if he or she has not been bullied and has not bullied others. It is important to talk to your child about what to do if he or she observes bullying in school!”

FINNISH SCHOOLS ON THE MOVE OPERATING MODEL
The Finnish Schools on the Move operating model is described on its website at http://www.liikkuvakoulu.fi/liikkuva-koulu as follows:

“The goal of the Finnish Schools on the Move programme is to make school days more active and pleasant. Each school taking part in the programme makes their school days more active in their own way. The most important things to keep in mind are:
- student participation
- learning
- more movement–less sitting,
Schools on the Move think differently: for example, students sit less, learning is supported with activity-based methods, physical activity during school breaks is increased and students commute to school actively. The schools taking part in the programme are supported by regional and national networks, which include several operators that are interested in the well-being of children and young people. More pleasant school days can be achieved through cooperation and by involving students in planning, decision-making, and activities. Interaction and cooperation often improve a school’s atmosphere, which has an effect on peacefulness, students’ social skills and learning.

As part of implementing the Finnish Schools on the Move operating model, the structure of the school day may be adjusted to make breaks longer. This facilitates the implementation of special break activities. This could mean activities such as an extended break held twice a week, with fourth-graders directing physical games in the school gymnasium for different classes in turn. The school can also implement exercise clubs organised by local sports clubs. The clubs provide diverse physical activities, with a different theme each time. The programme may include ball games, obstacle courses and physical games. Pupils can also be offered a variety of opportunities for sports and exercise using the school’s own resources.

In recent public discussion, there have been concerns about the decrease in physical activity among children, and the effect this has on their health and well-being. Many studies have found a strong correlation between physical activity and learning. Pages 5 and 6 of the summary http://www.oph.fi/download/144264_Liikunta_ja_oppiminen_tivistelma_2.pdf highlight the significance of physical activity to learning as follows:

1. PHYSICAL ACTIVITY AND ACADEMIC ACHIEVEMENT
Over recent years, research into the association between physical activity and academic achievement has increased considerably. The latest studies have shown a link between physical activity integrated into classes, the amount of physical activity and aerobic fitness, on the one hand, and school grades and standardised test results in individual subjects, on the other. The positive effects of physical activity on academic achievement have been identified in mathematics-based subjects in particular. Participation in training as a member of sports and exercise clubs has been linked to good performance at school. Furthermore, it should be noted that studies that involved increasing the time spent in physical education classes and breaks and, correspondingly, decreasing the amount of time spent in academic classes did not show any deterioration in pupils’ academic learning outcomes.

2. PHYSICAL ACTIVITY AND COGNITIVE FUNCTIONS
Physical activity has been found to have a positive effect on children’s cognitive functions, such as memory, attention, general information processing and problem-solving skills. The latest studies indicated that increasing physical activity improved test results, in particular in tasks requiring executive functions and memory. However, there is still very little research on the direct effects of physical activity on cognitive functions and the results are somewhat inconsistent. Research has also shown that good aerobic fitness has a positive correlation with memory and executive functions. Conversely, muscular fitness does not appear to have any link to cognitive functions. The connections between physical activity and cognitive functions may contribute to explaining the link between physical activity and academic achievement.

3. PHYSICAL ACTIVITY AND SCHOOLING
In addition to academic achievement and cognitive skills, physical activity also appears to promote other aspects that are important in terms of learning, such as classroom behaviour, concentration on assignments and participation in classwork – and, subsequently, learning itself. Physically active pupils also have higher goals for further studies after comprehensive school.
Moreover, physically fit pupils are absent from school less frequently than their less fit peers.

**TRAFFIC SAFETY CAMPAIGNS**

The parents’ association and school staff can organise a traffic monitoring and control campaign on a few mornings in the autumn as mornings get darker. During these campaigns, pupils are monitored and provided with guidance on matters such as wearing bicycle helmets, reflector tags and having appropriate lights on their bicycles. The pupils are also reminded that they may only ride a bicycle to school if they wear a helmet. Lights are also particularly important due to the dark road conditions. By working together with homes and school staff, we can make pupils’ commutes safer.

[www.liikenneturva.fi/fi/opettajille](http://www.liikenneturva.fi/fi/opettajille)


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### 3 MUNICIPAL WELFARE REVIEWS AND PLANS FOR ARRANGING AND DEVELOPING CHILD WELFARE SERVICES AS THE BASIS OF TOOLS

The municipal welfare review is described online at [www.thl.fi/fi/web/terveyden-edistaminen/johtaminen/tyokaluja/hyvinvointikertomus](http://www.thl.fi/fi/web/terveyden-edistaminen/johtaminen/tyokaluja/hyvinvointikertomus) as follows:

“*The new Finnish Health Care Act (1326/2010, Section 12; see [http://www.finlex.fi/fi/laki/ajantasa/2010/20101326](http://www.finlex.fi/fi/laki/ajantasa/2010/20101326)* requires that local authorities produce a comprehensive review on welfare once during each term of office. The welfare review is prepared by municipalities or regionally as a tool for planning, evaluating and reporting on health and welfare policy. The welfare review is a concise description, with conclusions, on:

- the health and welfare policy implemented by the municipality
- the population’s health and well-being
- changes in factors that affect health and well-being
- the effectiveness of the service system and its capacity to meet health and welfare needs, and
- the costs and potential effects of preventive work.

The welfare review is a tool for managing health and welfare. It is an instrument for strategy and annual planning and monitoring in municipalities. The review is updated annually as part of municipal planning. Preparing a welfare review is a shared learning process for the various operators involved in welfare matters.*”

The Plan for Arranging and Developing Child Welfare Services is described online at [www.thl.fi/fi/web/lapset-nuoret-ja-perheet/johdon_tueksi/mika_ohjaa_toimintaa/lasten_ja_nuorten_hyvinvointisuunnitelma](http://www.thl.fi/fi/web/lapset-nuoret-ja-perheet/johdon_tueksi/mika_ohjaa_toimintaa/lasten_ja_nuorten_hyvinvointisuunnitelma) as follows:
OBJECTIVE The Plan for Arranging and Developing Child Welfare Services is a tool for steering, managing and developing work related to the welfare of children, young people and families at the municipal level. The Plan for Arranging and Developing Child Welfare Services (Finnish Child Welfare Act, Section 12; see http://www.finlex.fi/fi/laki/ajantasa/2007/20070417) is designed to promote the welfare of children and young people and to arrange and develop child welfare.

PROCESS The plan and its preparation addresses municipal child welfare services as a whole. Different branches of administration work together to produce the plan. The plan can be prepared at the municipality-specific level, or jointly by several municipalities. Municipal staff, senior officials and elected officials are involved in preparing the plan. Municipal residents, customers, children and families are also involved in producing information, planning services and planning the effectiveness and usefulness of services.

The municipal council approves the plan and monitors and evaluates its implementation at least once during each term of office. The council must take the implementation of the plan into consideration in each year’s financial and operating plan.

CONTENT The content of the plan is broad and concerns the conditions children and young people grow up in, preventing problems associated with these conditions, support for parenting and services for children and young people.

Pursuant to Section 12 of the Finnish Pupil and Student Welfare Act, which entered into force on 1 August 2014 (see http://www.finlex.fi/fi/laki/alkup/2013/20131287), the Plan for Arranging and Developing Child Welfare Services must include:
- the objectives of pupil and student welfare activities and the central principles of the local method of implementation;
- an assessment of the overall need for pupil and student welfare, the available pupil and student welfare services and counselling services, as well as remedial teaching and special needs education;
- measures to strengthen community-based pupil and student welfare and early intervention;
- information on the implementation and monitoring of the plan and quality assessment for pupil and student welfare.

EVALUATION The monitoring and evaluation of the plan is an established part of the steering of municipal operations. The key areas of monitoring and evaluation can be categorised as follows:
- changes in the welfare of children and young people
- effectiveness of the service system and the status of the growth environment, and
- achievement of the objectives outlined in the plan.

Based on the above, the planning of municipal services for children and young people can include measures such as annual welfare surveys for pupils in different grades. The pupils’ responses are confidential and their teachers can utilise them in school work, as well as in evaluation discussions held with pupils and their parents.
ON THE SOCIAL EXCLUSION OF CHILDREN AND YOUTH

Anu Alanko
Zinaida Eflova
A SCHOOL PREVENTING THE THREAD OF THE EXCLUSION
Anu Alanko

Children and young people spend a substantial proportion of their daily life in school. In addition to the task of teaching, schools also have a civic education duty that involves working together with homes to support children and young people in growing into members of their respective communities and society at large. Recent public dialogue on changes observed in the psychosocial well-being of children and young people has further strengthened the significance of the school as an institution of civic education. There has been particular concern for the trend of social exclusion among children and young people, and schools play a significant role in preventing social exclusion. Finnish legislation on education (such as the Basic Education Act 628/1998 and the Pupil and Student Welfare Act 1287/2013) and the National Core Curriculum for Basic Education (2004) clearly state that schools must support the comprehensive well-being of children and young people in addition to meeting requirements related to knowledge and skills.

The public discussion on marginalisation typically includes references to being underprivileged, living in poverty, being excluded from key arenas in society and the lack of social participation. As marginalisation is a concept that involves a process and is relative in nature, it is important to specify what the individual is potentially becoming marginalised from. This means that the presence of factors such as poverty or being underprivileged do not necessarily lead to the individual’s marginalisation. Marginalisation may be related to various areas of activity in human life, but typically it refers to social exclusion and marginalisation from economic life, education and the labour market. In the context of children and young people, the focus is particularly on the social and educational dimensions of marginalisation. (Lämsä 1998, Ulvinen 2006.)

What, then, constitutes a risk of marginalisation in the case of children and young people? Throughout the various stages of their education, most children and young people experience occasional challenges related to learning and studying, crises involving the home and the family, discontinuity with hobbies, crises involving relationships with friends and challenges related to school motivation and school satisfaction. However, a genuine risk of marginalisation is not considered to be present until these various events pile up for an individual child or young person, compromising his or her ability to cope with school. Marginalisation also has a lot to do with the individual experience and feelings of loneliness, despair and lacking in future prospects. In these situations, the individual’s sense of being capable of managing his or her own life has become eroded, and the child or young person does not receive sufficient support from the immediate environment. (Lämsä 1998, Ulvinen 2006.)

FROM MARGINALISATION TO PARTICIPATION

In addition to the home, the school plays a significant role in preventing the marginalisation of children and young people. Providing children and young people with opportunities for action in schools has been perceived as important and, in recent years, particular focus has been placed on improving the opportunities for children and young people to participate and exercise influence both at the classroom level and the school level. Participation means children and young people are active social operators who already have the capacity, in the form of knowledge and skills, to express their views on matters that are significant to their lives.

The foundation for the participation of children and young people can be traced to the UN Convention on the Rights of the Child (1989), which states that children and young people have the right to be heard in matters affecting them. The participation of children and young people is also clearly addressed in Finnish law (such as the Basic Education Act, 628/1998). In the school, the inclusion of children and young people is not simplified as a single form of activity. Instead, it encompasses both individual and group activities, and it includes activities of a representative nature as well as activities that are open to everyone (Gellin et al., 2012). Inclusion can be examined from the interlinked
dimensions of social inclusion, functional inclusion and inclusion through exercising influence. Inclusion must be seen as a basic orientation of human activity. The significance of the social dimension of inclusion is underlined by the personal experiences of children and young people. The opportunity to operate not only in peer groups, but also in cross-generational relationships, is seen as a key element of inclusion. The dimension of functional inclusion also plays an important role in the lives of children and young people. Student body activity is a form of (political) inclusion through exercising influence that has become commonplace, even in comprehensive schools. It provides pupils and students with opportunities to influence the way the school operates, although this occurs within the framework of structures created by adults and under the guidance of adults. Student councils are representative systems that not all students will have the opportunity to participate in.

Inclusion can also be examined from the perspective of education for democratic citizenship. From that viewpoint, the focus is particularly on how institutions such as schools can support the inclusion of children and young people, and what knowledge and skills children and young people need to participate in and influence the school’s activities. Inclusion is therefore not an innate talent, but rather one that is developed through practical participation. Inclusion also plays a deeper role in the development of the individual. It helps children and young people work in social interaction with others, as well as take responsibility for what they do and what their role is as a member of the social community.

THE RESULTS OF THE PREVENT PROJECT IN PREVENTING THE SOCIAL EXCLUSION OF CHILDREN AND YOUTH

The key objective of the PREVENT project implemented by the University of Oulu and Petrozavodsk State University was to identify and develop tools for preventing the social exclusion of children and young people in school communities. The development projects carried out by the project schools supported the psychosocial well-being of children and young people, the formation of peer relationships and the diversification of pupils’ and students’ opportunities to participate. Practical examples of activities implemented in the course of the project include increasing club activities at schools, presentations of leisure activities during school days, a group development day for eighth-graders and organising various activity-oriented days at schools.

As part of the project, there was active discussion in the schools on social exclusion and the opportunities for identifying social exclusion in the day-to-day work of schools. Teachers and support persons find that the project helped them to perceive the phenomenon of social exclusion more broadly and to identify the mechanisms that potentially lie behind the trend of social exclusion. Above all, dialogue on social exclusion helped to perceive the significance and role of the teacher, and the school community as a whole, in preventing the social exclusion of children and young people. Within schools, collegial support and teamwork were seen as an important resource for developing and implementing the activities created during the project.

In addition to the development projects at participating schools, the project’s key activities included training seminars in both Oulu and Petrozavodsk. The training seminars consisted of presentations on the schools’ development projects as well as talks by experts. Developing the knowledge and skills of education professionals is perceived as an essential element in preventing social exclusion. The training seminars fulfilled this need, as they provided opportunities for teachers and support persons from schools to discuss themes related to social exclusion with colleagues and researchers. The discussions held at the training seminars were based on both experiences in the field as well as research, and this dialogue between practice and research was considered to be an important added value produced by the project.

From the pupils’ and students’ perspective, the project was seen to contribute to their psychosocial well-being in many ways. Activities such as presentations on leisure activities during
school days offered children and young people opportunities to learn more about different activities and find meaningful recreational activities for themselves. Club activities were also seen as beneficial for inclusion by providing children and young people with opportunities for activities. Children and young people who have found it challenging to form social relationships with friends received support from teachers and support persons to develop their social interaction skills. The schools also highlighted the significance of friends to every student’s well-being and encouraged students to actively maintain peer relationships and be considerate of each other. From the perspective of inclusion, the project schools paid particular attention to listening to the opinions of children and young people, for instance in planning and implementing activities. The teachers and support persons also highlighted the fact that the project helped them to perceive the well-being of pupils and students as a comprehensive state of balance in the school community. This means that well-being is not simply a matter of academic performance in the classroom, but instead the children and young people are seen as active participants whose well-being is constituted by their role as a member of the school community and their relationships with peers as well as the adult members of the community.

THE PREVENT PROJECT VALUEST

Zinaida Eflova

Nowadays we often read and hear about education projects. This is both a fashion and, probably, an established and promising format for, for example, educational innovations. However, not all projects are successfully implemented. In such cases, the purposes of the project are not clear even to its participants. My personal “project history” is rather large. It includes federal and international, large- and small-scale, long- and short-term (1-day) projects. Among this multitude, I would like to present the latest project because in my opinion it is VERY useful and important for modern education.

The international project PREVENT “Developing cross-border know-how on the prevention of social exclusion of children and youth” was initiated in 2012 by the University of Oulu, Finland and International Department of the Karelian Pedagogic Academy (after reorganisation, the Academy was replaced by the University of Petrozavodsk).

In addition to the two Universities and the Republic of Karelia Diagnostics and Consultation Centre, the project included four schools (two city and two village ones) from each participant, namely, school managers, social teachers, practical psychologists, class teachers, tutors (Finland) as well as 10-year-old children and 13-year-old teenagers and their parents.

The Karelian schools participating in the project are: Lyceum No. 1 (an elite trouble-free school) and Basic General Education School No. 20 (with a complicated mix of students) from Petrozavodsk, Suoju Secondary General Education School (a suburban school with a versatile mix of students) and Chalna-I Township Secondary General Education School (a garrison school) from Prionezhsky District.

As the project is finishing, it’s time to summarise its benefits. These benefits may be useful later not only to the project participants, but also to other colleagues, education experts and teachers, and, most importantly, to our students.

SOME CONSIDERATIONS ON THE VALUES OF OUR PROJECT

EXCLUSION AS A SCHOOL PHENOMENON

The term “exclusion” was new to many project participants, especially practitioners, and made them look for an answer to the obvious question: “What is it”? The question was simple, but the answer was rather complicated. Exclusion means the exclusion of a child or a teenager from school life, from usual normal communication with his peers and even with the teachers, from the school and class events, which causes a lot of personality problems and makes childhood and teenage years at school flawed and unhappy. This may happen in a trouble-free school attended by loving parents’ children as well as in a school located in a socially problem-
atic neighbourhood or a rural township. Social psychologists and sociologists would explain school exclusion by the development laws of social group and society. But the teacher has to know the meaning of exclusion and to make every effort to prevent it in a particular child, Vasya or Natasha, Seppo or Aino. Regrettably, most teachers still regard exclusion as something less important.

VARIETY OF ASPECTS AND CASES

The variety of participants is, without doubt, an advantage of our project. It helped to examine exclusion from different sides and analyse different aspects such as signs, causes, consequences...

The project activities were carried out by sociologists, psychologists, university and practical pedagogues from urban and rural schools of Finland and Karelia. The focus group of the project are children and teenagers in the 3rd (now 5th) and 7th (now 9th) grade, that is of the age that experts classify as “difficult”, “critical” periods, as well as their teachers and parents. Naturally, the scholars received information for the generalisation and advancement of academic knowledge, but the Project priority is the focus on practice, aiming to help a particular child through the teacher's professional activity.

“HAPPY CASES” OF THE PROJECT

In the course of the Project, the school teachers tried to arrange school and class life so that EACH child and teenager could find a suitable place in it. The results were really good. Each of the right schools participating in the Project looked for and found its own unique solution. The “happy cases” of the Project are at least 16 children (each school described two such cases) who were in a state of exclusion or in a neighbouring state. The teachers created “success situations” for these children, discovered these children for themselves and colleagues, for the classmates and for the children/teenagers themselves, thereby really helping them.

KARELIAN SCHOOLS

THE SCHYA school, through intensive extra-curricular activities and school self-management; CHALNA-I school, through active military and patriotic education and school theatre studio; SCHOOL NO. 20, through inclusion management and school cooperation with the local community; LYCEUM NO. 1, through the school social psychology service and parent involvement.

FINNISH SCHOOLS

It should be noted that our Finnish partners, unlike us, follow the principle “more is less”. They do not believe that activities should be numerous. They prefer EVENTS which are simple but very important for the children. The schools of Oulu in its rural areas have carried out and demonstrated such activities / events: “Class Birthday” in order for the children to get acquainted when moving to the next level; Learning-kafe, an informal meeting of parents; Cafe, an interactive business game for the whole primary school; pedagogical work with children under the slogan “a friend for each child, a hobby for each child” and many others.

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PEDAGOGICAL REFLECTION AND SELF-ANALYSIS

The Project encouraged and even compelled the school teachers to take a different look at their routine work, which sometimes seemed too hard and self-sacrificing. They paid attention to the children who probably do not give any cause for concern: they live their separate life, are not involved in anything, do not ask for anything...

The teachers changed their perception of the child who, on the contrary, always bothers them: Says rude things to the adults, quarrels and fights with his classmates, is rejected by the others. Such a child may be very loud, but in many cases he is heard neither at school, nor at home. The practitioners gave thought to their professionalism: do I see, do I understand children like this? is my attitude to them correct? can I help a child like this? how?

I hope the reader has not got the impression-that the schools participating in the Project solved all the problems and completed the studies on exclusion. Perhaps, just the opposite: these schools NOTICED the problem (and what about other schools?) and started solving them, while researchers found a good many gaps to work on...

SUMMARY

Projects like PREVENT are greatly needed in the education system, first of all to make Childhood at school as safe and happy as it should be.

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EXTERNAL BEHAVIOURAL SIGNS OF A CHILD IN A SOCIALLY DANGEROUS SITUATION

- Is regularly late for school.
- Stays at school after classes for a long time (sometimes until late in the evening).
- Is afraid of going home.
- Runs away from home.
- Is picked up after classes in the primary school by distant relatives, friends, neighbours.
- Is often absent from school without good reason.
- Complains about hunger (lack of sleep, family discomfort or other things).
- Hurts himself (cuts his hands with a blade, pulls his hair, hits his head against the wall etc.).
- Stays aloof or depressed.
- Is aggressive.
- Avoids physical contact.
- Has signs of beating.
- Wears clothes covering his body which are unsuitable for the weather (has no clothes or footwear for the season).
- Looks untidy.
- Behaves in an insolent (seductive) manner.
- Demonstrates exceptionally good knowledge of sex.
- Tends to have a low self-assessment.
- Has poor relations with his peers.
- Has dramatic changes in his weight (loses or gains weight).
- Is hysterically, emotionally unbalanced.
- The parents visit the school (for a meeting or when invited by the class teacher) under the influence of alcohol (occasionally / regularly).

IF THE CHILD HAS FOUR OR MORE SIGNS THE TEACHER SHOULD CONTACT THE SOCIAL PSYCHOLOGY SERVICE
1. Create a notebook or a card for the problem child.
2. Monitor school attendance by the problem children on a daily basis.
3. Monitor the problem children’s attendance and performance issues together with the subject teachers.
4. Notify the parents of absence from school the same day.
5. Ensure that all notes are always reported in the diary.
6. Meet the child every day and study his micro-environment.
7. Interview the problem children and their parents every term at the meetings of the class parents’ committees. If necessary, they should be invited to the Prevention Board.
8. Not to focus on poor behaviour, use good examples, create a situation of success.
9. Involve the child in work activities, serious affairs, social tasks.
10. Visit the problem child at home.
11. Overcome difficulties in the child’s education jointly with the parents.
12. Involve the social teacher, psychologist and additional education teacher in the individual work (MOST IMPORTANTLY, the child should be involved).


GLOSSARY

Integration means the process whereby the people formerly isolated as a separate group (ghetto) are integrated into social life.

Rejectedness The interpersonal relations are characterised by opposition to society in all principal life spheres. A psychological syndrome coming into existence in the teenage years. A teenager may be rejected in four significant systems of relations with the parents, teachers, peers and with his own self.

Rejectedness characterises the interpersonal relations in which an individual is opposed to other individuals, group, society as a whole, while experiencing a certain degree of isolation. This manifests itself in relevant feelings of the individual: separateness, loneliness, neglectedness, loss of one's own self etc.

Assisting specialists are the specialists focusing on psycho-social assistance such as social workers, psychologists, advisors, social teachers.

Social capital (term introduced by P. Bourdieu) is the quantity and diversity of positive social ties (i.e. people in the individual’s environment) who are the source of solutions for social difficulties.

Social work means the system of services and specialists aimed at optimising the assurance of civil rights and freedoms where the ideals of the welfare state cannot be materialised.

Social exclusion situation means the circumstances objectified in some way under which individuals or groups of individuals are unable to benefit from the social rights granted to them by law.

State of social exclusion is determined by the individual perception of the situation and self-identification. To a certain, and sometimes to a decisive, extent it is determined by the psychological condition of the individual, even if the individual is in an evident social exclusion situation.

Exclusion (from Latin exclusio) means basically the state of being excluded.

Educational exclusion means the child’s exclusion from the formal system of teacher to student relations and from the informal system of child to child relations.