



JULY 2023: TRAINING ON INCLUSION AND ATTENTION TO DIVERSITY IN HELSINKI

Day 1: Sunday day

On Sunday, July 2nd, we arrived in Helsinki in the afternoon. We were very impressed by daylight, which accompanied us throughout the trip. The nights were very short. We arrived at the accommodation and reviewed the itinerary until the course to prepare for the next day.

Day 2: start of the course

The first day of the course was dedicated to making presentations by the students of the course. We were the first and it was very enriching to become aware of the differences that exist between the different educational systems in other countries, such as Greece, Portugal, Croatia, Germany or a prison in Seville. After the presentations, the course had prepared a *tour* of the city that allowed us to get an idea of what awaited us the rest of the days and establish relationships with the rest of the students. We went shopping for the week and also learned about the differences between supermarkets in Finland and Spain.

Day 3: Active learning methodologies

On Tuesday, July 4, we were already adapted to the city and there was a climate of trust with the rest of the participants, we had broken the ice. The contents of this session of the course were very interesting, as they revolved around active learning methodologies and how their application contributes significantly to preparing people for life and not only for their passage through the educational system. We also learned about the first particularities of the Finnish educational model.





Day 4: the Finnish educational model; A system without dead ends

This day's session allowed us to learn in depth about the characteristics of the Finnish education system. Of how it has been possible to reduce school dropout to a minimum based on the consideration of education as a fundamental pillar and the treatment of individuality based on integration. It was also very important to look at the specific educational support needs of the students, since it is a topic that interested us and that we were able to discuss the most among all of us, given that each country regulates them differently. At the end of the course, we all went together to a sauna and in addition to discussing the topics discussed, we got to know each other better and we got together.



Day 5: Learning difficulties and masking them

Specific learning difficulties and educational support measures occupied the last theoretical session of the course. Perhaps the masking of needs as a survival mechanism by students with dyslexia and ADHD was the content that most impacted Fatima and me, because we had never considered that students could develop mechanisms to live with their differences. After the course, we enjoyed a visit to the Ordi Bookstore, an impressive building that is a benchmark or evidence of what the Nordic welfare state model means due to the amount of cultural and leisure on offer it means for Finnish citizens.

Day 6: Farewell dynamics, *GooseChase* and lunch all together

On the last day we held the closing ceremony of the course. When we arrived at the course, we were organized into groups and we did a group activity with the *GooseChase* application, with which we had to search for monuments from clues and manage to carry out activities that were asked of us from the application, such as interviewing a local or asking for opinions on a specific topic. After receiving the accrediting diplomas, we all went to lunch together to say goodbye to a typical restaurant where we were able to try the main Finnish dishes, such as salmon soup or reindeer meat. We got ready for the last evening in the city and enjoyed the last sauna bath in the magnificent apartment we had rented.



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Back to school: knowledge transfer

Once back, we organized a training session with the other teachers of our school, where we explained everything we had learned and experienced during this trip.

