

The image shows the national flag of Finland, which consists of a white field with a blue Scandinavian cross. The flag is flying on a flagpole against a clear, bright blue sky. The text 'WELCOME FINLAND' is overlaid in a bold, light green font across the center of the flag.

**WELCOME
FINLAND**

The logo for Rijn IJssel is a white circle containing the text 'rijnijssel'. The word 'rij' is in orange and 'nijssel' is in purple. The background of the slide features large, overlapping organic shapes in orange and purple.

rijnijssel

**Rijn IJssel Student
Affairs**

Lisa Harms

Rijn IJssel

- **13.000 students**
- **9300 younger than 23 years old, no start qualification**
- **1500 adults**
- **1200 colleagues**
- **24 buildings**

Rijn IJssel Student Affairs

- focus on the **student** and his / her educational and career questions
- focus on **teams and teachers** in the field of learning and behavioral aspects as well as questions about the pedagogical and didactic aspects

Student Affairs

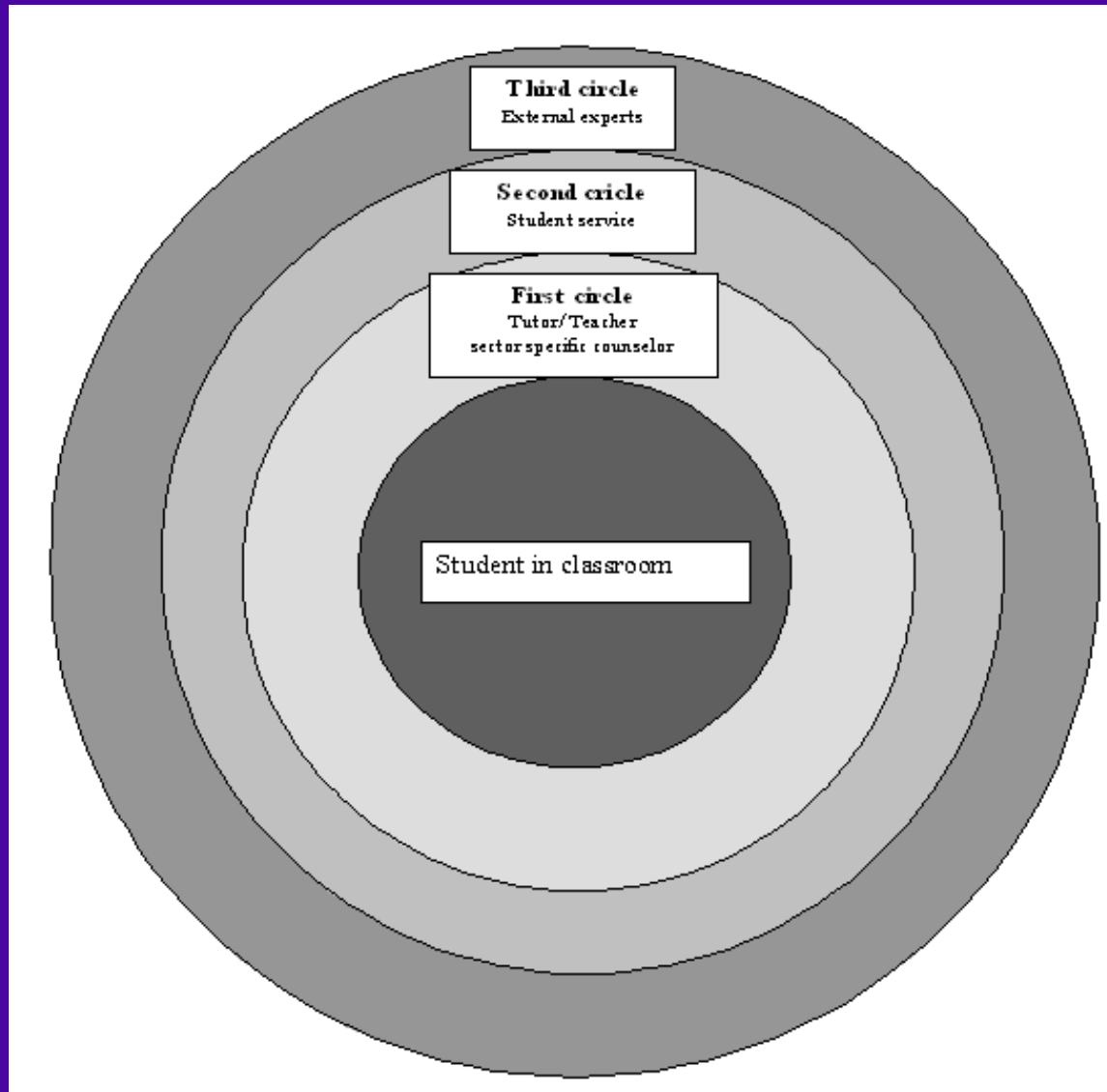
Educational support (16 employees): Support in the classroom

In the field of pedagogical and didactic aspects and class management, recognize and deal with learning and behavioral aspects

Student Affairs

- **Student Support (15 employees):**
- **In the field of career choice and social work (study choice, organize study, behaviour, functionar, physical and mental problems, living and family circumstances, social network, financial problems, etc)**

Student Affaires



Student Affairs

- **takes place as much as possible on the cluster, near the student and the training team**
- **80-15-5**

Student Affairs

- **Good Practices:**
- **The Experiment**
- **Money Wiser**
- **Empty Seats**
- **Studiemaatjes**
- **Mom in Challenge**
- **KAIRO**

The Experiment

- **Funded by Ministry of Education and Science**
- **CPB, Dutch Bureau for Analysis**
- **Rijn IJssel**

The Experiment

- **Does extra coaching prevent early school leaving?**

The Experiment

- **Classes with extra coaching program vs classes without (control group)**
- **Classes formed ad random**
- **All students 16-20 years old**
- **Extra coaching group 1 fte**

The Experiment

5 courses level 2 (2 years)

- **Beauty care**
- **Care**
- **Business**
- **Security**
- **Hospitality**

The Experiment

Activities /interventions extra coach :

- **extra intake sessions**
- **home visits**
- **extra support at schoolwork, vocational practice and home**

The Experiment

- **active role good match student / company**
- **visits internships/apprenticeship**
- **in case of absence immediately contact student/parents**
- **intensive study choice track**

The Experiment

Team extra coaches regularly meetings:

- **Monthly data CPB**
- **Share experiences**
- **Professional development**

The Experiment

Results extra coaching one year:

reduce of leaving educational system

40 %

The Experiment

Students high ex ante probability:

- **Older students**
- **Males**
- **Students not living with both parents**
- **Adverse socio economic background**
- **Students choosing very late their course**

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rijnijssel

**Learning Region
Arnhem**

LRA

**Improve connection and cooperation
secondary schools and VET at several
areas**

**27 secondary schools and schools for
special education and 4 VET**

LRA

Each year about 2200 students of secondary education graduate

1000 of them start their next education at Rijn IJssel

LRA

Projects of LRA in which Rijn IJssel actively participates:

- **Schools Market**
- **Orientation Days**
- **Warm Transfer**
- **Closing Chain**

LRA Closing chain

- **monitor of 2000 students in transfer secondary school to VET or work. If necessary students get support**
- **students at risk are indicated by contact persons secondary schools**
- **monitoring by a data system**
- **yearly report**
- **projectgroup**

LRA Closing chain

Participants projectgroup:

Projectleader

Contact persons secondary schools

Attendance officers of municipality

Ambassadors VET

KAIRO

Kairo:

**knowledge development integration
autism in regular education**

**Cooperation between Dr. Leo Kannerhuis
and Rijn Ijssel, since 2006**

KAIRO

Dr. Leo Kannerhuis:

**Center specialised treatment and
knowledge autism**

KAIRO

CONSULTANCY
INFORMATION
EDUCATION
RESEARCH
INNOVATION

KAIRO

**Offer focused at client and environment:
parents, study, work, living, free time**

KAIRO

KAIRO:

16-24 years old

requirements sufficient

willing to learn

motivated for education and treatment

support homefront or environment

KAIRO

Fase 1

Training before start study:

**social skills, study skills, psycho
education, self image, assertiveness,
defensibility**

Empowering student

KAIRO

Fase 2 Start edecation, individual guidance and support

Fase 3 individual guidance and support

Fase 4 individual support , no longer client of Leo Kannerhuis

KAIRO

Finance:

Fase 1-3 <18: Municipality
> 18: Assurance policy

Fase 4 financial support by inclusive education

KAIRO

25 students each year

52 Kairo students (27 in level 4)

KAIRO

Since 2006, start 2 courses

Almost every course

**Results: reduce early schoolleaving from
60% to 24%**

INCLUSIVE EDUCATION

**Law 2014 Education for every student:
education has to adapt**

**Deepened intake: indicate need for
support**

**Indicated by student or digital transfer
file**

Done by teacher and support teacher

INCLUSIVE EDUCATION

Document extra support:

Externalizing behaviour

Physical barriers

Learning disabilities

Schoolsocial problems

Internalizing behaviours

INCLUSIVE EDUCATION

Changes in curriculum

Physical environment

Time and attention

Focus potency student

INCLUSIVE EDUCATION

**More and more focus at guiding students
within regular group**

**support educational teams workshops ,
training**

INCLUSIVE EDUCATION

What needs improvement:

Knowledge about each others culture

Transition to VET:

Preparation competences student, esp. in field of cooperation, reflection, organising study, asking questions

INCLUSIVE EDUCATION

More focus on informing internship and companies

(they prefer “the best” students)

More focus at transition to work

Diversity in Rijn IJssel

**Some courses 80 % immigrant
background:**

care / social work / dental care

Diversity in Rijn IJssel

I

Maslow:

primair needs

need to feel secure

need social contact

need of recognition

need of self-cultivation

WE

Pinto:

primair needs

pleasure group

good name

honor

Diversity in Rijn IJssel

I

I

inner wealth

blame

equality

specific

help by others

WE

family

honorable behaviour

shame

respect

metaphor

help from family

HONOR

Honor and honorable behavior

Affects the whole family (history),

Successful business, oldest son married with prominent family

Divorce, daughter immoral behavior

Forced Marriage

Forced marriage: closed communities

Not only women and girls, but also boys and men

Often: coercion against dependent adolescents

MOTIVES

Economic: residence permit, raise capital family

**Non-economic: strengthening family ties,
prevention unwanted behaviour**

Consequences

Agreement fate
Delimited by the family
Mentally ill
Leave
Mistreatment
Suicide
Murder

Politics the Netherlands

Ministry 2012:

Prevention of forced marriages (part of domestic violence)

Chain approach (prevention, signal, detection, sanction)

Diversity RIJN IJssel

Member nationwide network

Events Empty Seats

Workshops Rijn IJssel

Task School

Signals and refferal

Part of curriculum

LESSONS curriculum

For teachers and students:

Values, norms, traditions

Confessions and marriage

Choice of partners

Rolling Man Woman

Sexuality, confession, tradition

Help and opportunities