

Stay@School

Second Workshop on Module 1 “Identification of students at risk”

Liège (Belgium), 21st of November 2012

Minutes

Participants

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Minutes

This second workshop aimed at concluding the experiment of the first training module, dedicated to “the identification of students at risk”.

Here are the topics that were successively addressed, in accordance with the workshop agenda.

Presentation of the participants

First the participants shortly introduced themselves. They all have different backgrounds (secondary and higher education, technical and vocational education, school mediation, youth aid...).



Experimentation of the Training Course

During the first workshop, INFOREF introduced **Module 1: “Identification of students at risk”** using the website, highlighting the advantage of the many links to online practical tools or resources.

The participants were invited to further discover it and confront it to their own experience trying to answer the following questions:

- 1) Does this module echo in your personal experience and how?
- 2) What could (or should) be added to it?

They were asked to think about those questions and give answers during the second workshop dedicated to Module 1.

They were also asked to intervene in the Forum about Module 1 and in the transnational meeting scheduled on the 30th of October 2012 insofar as possible.

During the second workshop, INFOREF summarized the discussions of the Belgian working group, the discussions of the Forum and also the transnational discussion (virtual meeting about Module 1).

Conclusions of the Belgian working group about Module 1

- **The module is complete and relevant.** It should be widely disseminated, for it helps anticipate, prevent, better react or find ideas for solutions to the problem of early school leaving.
- **The different actors’ upstream interventions need to be coordinated** to be efficient. Meetings between the various professionals (education, youth aid, health sector, notably regarding unnecessary doctor’s certificate) should be promoted (to better know each other, to define who can do what, to know who you can send someone to, to share one’s field experience).
In the Liège area, the device “**local mixed commissions for reschooling**” established in 2008, within the framework of an action research of the Observatory on Childhood, Youth and Youth Aid (“*Reschooling ... towards a common reference*”), can be an interesting tool to be developed. We encourage the partners to acquaint themselves with this study: <http://www.oejaj.cfwb.be/index.php?id=5306>
<http://www.oejaj.cfwb.be/index.php?id=5306>
- However, we should take care not to externalise problems related to what happens in the class. Partnerships are necessary but it is important to **focus the teacher on the practices in the class** that enable to tackle school leaving and school inequalities.
In this respect, the works of the laboratory ESCOL of the “Université Paris 8” Saint-Denis (ROCHEX, CRINON, BAUTIER and BONNERY regarding the searchers) is relevant. Their latest publication on practices in the class to tackle school leaving and school inequalities is very interesting: “*La construction des inégalités scolaires, au cœur des pratiques et des dispositifs d’enseignement*” (Presses Universitaires de Rennes, 2011).
<http://www.cairn.info/revue-projet-2012-1-page-107.htm>
- **Regarding the educational factors (chapter 1)**, according to an action research currently led by the “Service Droit des Jeunes” of Liège, **students often expect their teachers to be real learning partners**, to dedicate themselves to their courses in order to pass the urge to study.
- Even though **in Belgium education is compulsory until 18**, the same observations can be made, with, among others, possible **definitive expulsions** after 20 half days of absence for students of 18 and older, and the possibility for schools to **refuse to enrol** a student of 18 who has been expelled. These legal clauses can worsen school leaving. When students are expelled

from their school, being unable to find **a school near their home** can be another factor fostering school leaving.

Moreover, the **waiting time to find a school**, even with reenrolment procedures, can be a source of school leaving.

Examples of links to practical tools:

The works of the CETREQ (Centre de Transfert pour la Réussite Educative au Québec) and of Professor Pierre POTVIN (Université du Québec in Trois-Rivières) on early school leaving. For instance, the following tools:

- « *Intervenons en toute « connaissance » - Procédure de dépistage des élèves à risque au primaire* »
<http://www.pierrepotvin.com/6.%20Publications/AQETA-2011-%20D%C3%A9pistage%20primaire.pdf>
- « *Réussite scolaire et jeunes décrocheurs au secondaire* »
<http://www.pierrepotvin.com/6.%20Publications/Commission%20de%20l'%C3%A9ducation%20Fortin%20et%20Potvin.pdf>
- « *Guide d'intervention et d'activités pour prévenir l'abandon scolaire : les petits pas* »
<http://www.pierrepotvin.com/8.%20Banque%20d'outils/Potvin.Petits-29-07-07.pdf>
- « *Y'a une place pour toi, guide de prévention du décrochage scolaire* »
<http://www.ctreq.qc.ca/produits/outils/ya-une-place-pour-toi.html>
- « *Logiciel d'évaluation des types d'élèves à risque de décrochage scolaire* »
<http://www.ctreq.qc.ca/produits/outils/logiciel-de-depistage-du-decrochage-scolaire.html>

We also recommend the radio show “*Transversales*” by RTBF (Radio-Télévision Belge Francophone), Saturday the 27th of October 2012. A special show dedicated to early school leaving by the various French-speaking public radios.

Early school leaving is becoming a major concern in the field of education. What are the solutions? How to prevent it? The editorial staffs of the French-speaking public radios address those challenges in a series of reports:

- **In Belgium**, the report focuses on an initiative implemented in a school. A project called “SSAS” (Structure Scolaire d'Aide à la Socialisation et à la resocialisation - School structure to help in socialising and resocialising)
- **In France**, the report focuses on a private structure: “Accueil Educatif de Jour” (Educational welcome for a day). A structure outside the school, in which the youths are welcomed for a soft recovery.
- **In Canada**, the report analyses “l'Ecole de la Relève” (the school of relief), that associates lessons and sport activities to give the youths in difficulties a second chance.
- **In Switzerland**, the report focuses on a “10th school year, out of the compulsory circuit, created to avoid early school leaving.

The show also mentions the “watch system” implemented in the Netherlands against truancy.

http://www.rtbf.be/lapremiere/emission_transversales?id=1005

<http://www.rtbf.be/radio/player/lapremiere?id=1771099&e=>

Finally, we recommend the work “*Accompagner des ados en rupture scolaire - La motivation globale*” published in May 2012, Editions De Boeck (Belgium).

The authors, Catherine Sztencel and Nicolas Roubaud, have funded the not-for-profit organisation ODYSSEE (specialized in the follow-up of youths in a situation of heavy truancy and their family, in Brussels)

"How to proceed from school leaving to reschooling and resocializing relying on the youth' global circle?"

Both a practical guide for social actors in the field of youth and a reflexion tool for the world of school, this work emerges from an action-research based on the modelling of a 5 year pilot action carried out in neighbourhoods with many migrants.

The book presents a pragmatic approach of intervention relying on the *global motivation* device, with among other, examples partnerships with schools. It relies on field experiences and gives many examples of assistance and of effects of beneficial changes in the life paths of the youths. Concrete examples of collaboration help social actors establish reschooling units and an efficient collaboration with the world of school and its specific needs.

http://superieur.deboeck.com/titres/125551_3/accompagner-des-ados-en-rupture-scolaire.html

