

Stay@School
Second Workshop on Module 5 “External support and Cooperation”
Liège (Belgium), 24 April 2013

Minutes

Participants

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Minutes

This workshop aimed to conclude the experiment of Module 5, dedicated to “External support and Cooperation”.

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 (primary, secondary and higher education, school mediation services, youth aid services, training centres, public authorities...).

Experimentation of the Training Course

During the previous workshop, INFOREF introduced **Module 5**.

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 before the transnational meeting dedicated to Module 5.

They were also asked to intervene in the Forum about Module 5 and in the transnational meeting scheduled on the 25th of March 2013 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 5.

Conclusions of the Belgian working group about Module 5

1. GENERAL COMMENTS

The working group enjoyed Module 5 because it offers tools that can be used by teaching teams exposed to early school leaving.

Concrete situations are presented, making awareness, debate and search for solutions possible.

The procedure proposed in the external support and cooperation flow chart is interesting. It points out the various actors and interactions to be developed.

The module meets the working group participants' expectations.

However, we did not understand very well Chapter 3 on the risk flag system. This section seemed to us little developed in spite of the extra information we received from our Italian partners.

2. SPECIFIC COMMENTS

The videos

1. **The participants point out the consultation process** that led to the creation of the videos. They think it is an interesting idea to gather together teachers and students to make the videos.
2. **The selected topics are relevant.** Those factors of early school leaving are well-known in our schools. However, they are not representative of the whole problem.
The authors of the module could have also addressed the following situations: addictions, long-lasting illness, learning difficulties due to lack of prerequisites, learning troubles, lack of differentiated supervision, inadequate course of study, disruptive behaviour in class, financial problems to purchase school material, temporary or definitive expulsion, pupil who works, bad company/delinquency, lack of prospects/bad self-esteem ...
3. It is **not always easy to understand the issue addressed** without the help of the written description.
For instance, in the video on "text bullying", bullying does not seem to be attested in our opinion. Only one text is sent while bullying is determined over time and is repeated. Moreover, the "facial expression of frustration", as it is mentioned in the description, cannot really be made out. We think this video would be more evocative for pupils if it were completed.
4. The video on "family factors" is not, in our opinion, **very evocative for pupils**. Bereavement is evoked in a flash at the end of the video. This choice does not seem judicious to us. For instance, a child who has to take care of his little brother because his parents work would have concerned more pupils ...

External Support and Coordination Flow Chart

1. The working group confirms that **internal and external** interaction of all the actors is the most effective tool against early school leaving.
Incidentally, Inforef presented in the "I am not scared" project as well as in "Stay@School" many examples of successful cooperation.

In Belgium, this cooperation is called "**maillage social**" ("**social networking**")!

However, the participants point out that this cooperation must be **first carried out internally**, although not cut off from the outside. In Belgium, schools are invited to set up "*cellules de veille*" ("vigilant units") with the support of school mediation services.

2. The flow chart does not answer to some crucial questions raised in daily practice:

- How to call up, **at the right time, the right actors**? One flow chart per situation would almost be needed!
- How to use this tool with **pupils who do not want to go to school**? Educators cannot always meet families. Some schools do not allow it.
- The local network works for underage students. But what can be done when those **students are 18**?

To conclude: the videos and the coordination flow chart are two interesting tools.