

# RECOMMENDATIONS IN TERMS OF FIGHT AGAINST SCHOOL DROPOUT SITUATIONS

Recommendation No. ° 1 : Outsourcing or internalization of a structure type SAS in schools ?

Whether the structure is internal or external , the link with the school remains essential

An intra or extra structure also depends on the type of audience we are working with : young people with difficulties or young in complete break, for example. Some "young profiles" can be set within schools and not others . It is therefore sometimes necessary to have a "neutral" environment.

**EX :** ITALIE : les jeunes en DS ne sont pas exclus de l'école mais réalisent des activités « alternatives ». D'autre part, les éducateurs de rue sont aussi les éducateurs des écoles. Ce système permet donc de faire rentrer à l'intérieur des écoles des intervenants extérieurs. (*Lien avec la recommandation n°5 sur l'importance du Réseau*).

**EX :** ITALY : youth in SD are not excluded from school but realize "alternative " activities. On the other hand , street educators are also educators in schools. This system allows outside stakeholder to work inside the schools.. (Link with recommendation No. 5 on the Network importance ) .

**EX :** an 'external' structure can also allow a different relationship with youth and parents. In FRANCE, the “classes relais” have fewer relational freedom because they are located within schools.

**EX :** TRINIJOVE (ES) - Region of Catalonia: students at risk of dropping out of school, may be returned within an outer structure at the school: the "unit of shared school" (Unitat of Escolaritzacio Compartida). This external structure is a resource proposed by the Ministry of Education of Catalonia - Department of education. It is implemented by actors having the capacity for the implementation of this type of service. This unit is intended for the students of the secondary school from 14 years up to 16 years in situation of risk of marginalization, social maladjustment, aggression, delinquency, severe absenteeism, learning gaps or a very low performance at school, and in some cases with mental health problems. This external unit tries, with young people with this type of problems, to facilitate the obtaining of the secondary school diploma. The contents of the courses are adapted to the capacities of the

students, the environment is reduced (4, 5, 6 or 7 students per class) and educators have experience with this type of students. The pupil/teacher ratio also allows having a closer relationship.

The Trinijove Foundation, in connection with this first recommendation, has applied the 'methodology SAS' to their unit of shared school. Tools and best practices of the SAS have been experienced and completed by the unit tools that are, for some, similar to the SAS methodology. Remember that this type of unit depends on the schools, which enables a link to the validation and the ability to acquire a diploma of secondary education ESO, validated by the State.

**→ WE RECOMMEND to not multiply the creation of more different structures but to strengthen existing ones which take into account the profiles of young people in order to propose the most appropriate orientation.**

Recommendation No. ° 2 : Validation and/or recognition by the authorities of the passage of youth, SD, taken in charge by this type of structure ?

It would be interesting to validate and/or recognize "social experiments". SAS learn, among other things, transversal competences, as for example citizens acts.

Are we talking about validation or qualification? If it is a qualification, it induces a means need !

On the other hand , validate the passage in a structure X may would ease the return to the school (cf. disciplinary contract). The young who leave the SAS has no trace of its passage within this structure.

EX : Spain: special unit which the passage of youth is validated by a diploma of State (cf. recommendation n ° 1).

**→ WE RECOMMEND to validate certain skills but not to certify them. A validation is used to legitimize the passage of the young within alternative devices.**

Recommendation No. ° 3 : the inclusive models

This model type allows recognition of the work carried out (cf. Italian system). It would be interesting to examine the interest of such models that allow including the differences.

EX : disability form 3: some young people with behavioural difficulties or mild retardation, are supported by the SAS. These young people coming out of the SAS, are sometimes relayed to special education (form 3) as estimated as being "temperamental". From a regular teaching, they pass to special education. The inclusive

model allows erasing this kind of differences between these 2 forms of teachings by mixing the populations. (cf. mix of young people within the Italian school of Daniele).

**→ WE RECOMMEND the promotion of education allowing to include the differences. Also analyze the economic interest of this form of "mixing".**

Recommendation No. ° 4 : decrease the number of young people by class

A decrease in the number of young per class must be combined with a new "posture" of the teacher. It must enable teachers to innovate at the educational level. Currently, our (Belgian) system is too "padlocking"! Via ATOMS, we note that the various partners are allowed to experiment new approaches and practices.

**EX** : FRANCE: the team provides time to wonder whether if they are in the "good". These times are institutionalized.

**→ WE RECOMMEND to establish 'time' for consultation between professionals in order to innovate at the level of practices with the realities of each..**

Recommendation No. ° 5 : the network / synergy between the different actors in charge of the issue of the SD

An external service can easily work with parents and other stakeholders to which school does not necessarily have access. Alternative structures may, for example, arrange a meeting with a child psychiatrist.

SAS have a label of accompanying structure » ; school has one of a closed system without consultation. School should provide moments of awareness of the network in the broad sense. Conversely, social services must be able to hear the schools constraints.

EX : Italy: schools open afternoons in order to propose activities that are managed by outside services/associations. They are "recreational" moments that allow however to pass educational elements. These are playful activities that bring content (see link with educational innovation). This mode also allows disadvantaged public to benefit from a safe place to live.

**→ WE RECOMMEND that the voluntary sector in the broad sense can be part of the life of school. It is necessary to have an opening of schools to the outside.**

Recommendation No. ° 6 : the question of means, of the budget ?

Recognition by public authorities of the interest of alternative structures in the fight against the SD but limitation of the resources earmarked for this type of coaching. Political impose regulations to "make system" but without additional resources!

There should be policies able to wonder about the cost of repeating grade? We must make an analysis of the balance between the cost of DS and investment in the structures

**→ WE RECOMMEND to carry out an analysis, an assessment and a long-term projection of the balance between costs and benefits. We also recommend a budgetary investment in prevention from the earliest age-level namely in kindergarten.**