Entries and exits:
Focus on School Relegation

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A word about us

Conseil de la Jeunesse Francophone
= Youth council of the French-speaking part of Belgium

68 young people (16-30 yo), from various backgrounds

Role = to take stands on different youth-related topics
Les indicateurs de l’enseignement 2015 (pp. 8-9)
A word about the school system in French-speaking Belgium

Three principles:

1) **freedom of education:**
   - partly non-state controlled
   - free choice of school
   => competition between various school networks (best/worse schools lists, options, ...)

2) **obligatory scholarship** until 18, "free of costs"

3) **orientation**:
   - AOA: pass to the next year in the same pathway
   - AOB: pass to the next year but not in the same pathway
   => falling down from general to vocational, even without a vocation
   - AOC: repeat the year
Working definition of the relegation

Relegation is a process resulting in the redirection of a student, with school difficulties, from a pathway to another, seen as easier (following Souto Lopez 2011).
Case 1

Dylan, 14, struggles with learning difficulties since the beginning of his scholarship. He needs more time and attention than others, his results are weak in math and French. Next year, he will leave general education to enroll in a technical school.
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The educational system reproduces social inequities and brakes the emancipation of some young adults. It doesn’t give a lot of space for errors and trials, for individual rhythms. The mechanisms of school orientation is a type of information not easily reachable for everyone and sometimes impersonal.
Case 2

Asmaa is Syrian, in Belgium for six months. She dreams of being a doctor. In Syria she was very good at science. She is 16, she is in a apprenticeship as waitress.
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The young adult is often stigmatized based upon his socio-ethnical origin as well as his socio-economical and cultural origin.
Case 3

Mario is interested in building since his childhood. He chose to enroll in masonry in a good technical school.
Case 3: Mario is interested in building since his childhood. He chose to enroll in masonry in a good technical school.

A large majority of the pupils in French-speaking Belgium are registered on a vocational pathway, but not always by choice. Conversely, parents do not always accept the choice of their children to be oriented towards a technical career.
Case 4

Alice, 8, is deaf. She reads, writes and calculates very well, she is rather ahead for her age. Her parents agreed that she would go into special education in a classroom with other deaf people.
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Young adults suffering from a handicap undergo the system in their orientation. Participation of the parents to the decisions regarding their child is often poor or biased.
Case 5

Abdul, 12, benefits from the school program for integration (DASPA) designed for newcomers. It aims to support him in his learning of French in order to make him able to follow studies that interest him.
Case 5: Abdul, 12, benefits from the school program for integration (DASPA) designed for newcomers. It aims to support him in his learning of French in order to make him able to follow studies that interest him.

The follow-up of the integration stops after maximum two school years of adapted program.
Case 6

Tom, 15, spoke his own imaginary language when he was a little boy, but exhibited a great imagination and a great artistic sense. He has never been treated by a speech therapist. He still has a language impairment. He follows a vocational pathway in machining.
Case 6: Tom, 15, spoke his own imaginary language when he was a little boy, but exhibited a great imagination and a great artistic sense. He has never been treated by a speech therapist. He still has a language impairment. He follows a vocational pathway in machining.

Lack of visibility and valuation of the actions of the young adults. Differentiated care of students with disabilities only during the first two years of secondary school.
Case 7

Max, 10, has behavioral, cognitive and reading impairments. His parents decided to enroll him in the special education system so that he could be able to read, write and calculate faster. He is ready to work and happy to see a speech therapist at school several times a week helping him to make progress.
Case 7: Max, 10, has behavioral, cognitive and reading impairments. His parents decided to enroll him in the special education system so that he could be able to read, write and calculate faster. He is ready to work and happy to see a speech therapist at school several times a week helping him to make progress.
Case 8

Simon moved from the general pathway to the technical one and then to the professional one. Lacking motivation, he no longer goes to school every day, he is often missing and doesn't do his homework.
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Too many young adults are blown away by the **spiral of failure.** The **relegation by reorientation** related to the failure **compromises the good self-image** and the **construction of identity.**
Re-integration programs (Lafontaine & Crahay 2004)

- **Prevention programs:**
  Support several projects in primary and secondary schools to increase the link between young people and schools. These projects take place aside from the courses but during educational time (during lunch, end of the day ...). They consist in assisted school work or in sport and cultural activities. cf. The "Décolâge !" program for primary education.

- **Mediation:**
  Mediators, who can intervene directly in schools, work in collaboration with the psycho-medical-social centers of the schools and with youth welfare services. They work also in partnership with the social actors of the municipalities.

- **Return-to-school programs:**
  Young adults fully disengaged in their scholarship are taken in charge, for a specific period of time, in order to break the process of failure. The main goal is to reintegrate the students in a vocational pathway or via apprenticeship.
Relegation cases

- Students with difficulties due to poor socio-cultural and/or economical conditions.

- Non French-speaking newcomers.

- Students with impairments.

- Students with physical disabilities.

=> Young people made vulnerable by their socio-ethnic or socio-cultural origin, their physical or cognitive abilities, their socialization skills.
Solutions

Connecting schools with the outside world

- Combine **formal** and **non-formal education** (training, workshops, activities organized by non-profit organizations, etc.) to struggle against inequalities and relegation in the education system.
  => Recognize the place and role of the non-formal education as actors of the education.
  => Support initiatives concerning non formal education.
  => Promote partnerships between schools and Youth organizations.
  => Support alternated trainings, social emancipation and lifelong learning.
  => Share good practices.

- *Training young adults to be CRACS* (responsible, active, critical and showing solidarity citizens) with a **real role to play** in a socially mixed society.
  => Bring them to take care of themselves, emancipate and become actors of their decisions.
  => Invest in Youth Organizations who promote a system of values based on solidarity and living together to offer young people society projects, tools and motivations to create together a sustainable society.
Personalized follow-up and accountability

- *Take into account the personality and specific rhythm* of each young person.
  => Give an important place to trials and errors, the basis of scientific reasoning, in a positive dynamic (learn of his own mistakes).
  => Creating personalized support moments, punctually in the year, for each student presenting significant gaps in a basis competence.
  => Give the possibility to children and young adults disabled or impaired to have a real choice of their school and options.
  => Inform the actors of the education system on the issue of the handicap.
  => Make sure to fit the specific needs of newcomers, support their integration throughout their entire school career.

- *Let young people and their parents make their own responsible choices for themselves.*
  => Create the conditions for parents and children to make choices in full knowledge of the situation, in a positive approach.
  => Make sure that the parents stay, in a citizen approach, the important partners in the development and the education of their children.
  => Have adults in the educational system who collaborate with the children to define their own educational project.
  => Make young people real actors of their learning.
Valuation:

- **Re-value the different pathways.**
  => Reinforce the mechanisms of school guidance to offer a personalized information accessible for everyone.
  => Provide a positive orientation according to tastes and projects rather than an orientation by default.
  => Implement a common program for the three first years of the secondary education to avoid a too early specialization.

- **Valorize the actions of young people.**
  => Improve in a significant matter the visibility of young people and of all educative actors in particular in the media.
  => Emphasize accomplishments more than errors.
Conclusion

https://tagul.com/
References


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