

Preventing and combatting early school leaving

Professional practices in Europe

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COURSE INTRODUCTION

The objective of this training course co-constructed by several organizations working with different groups of children (rural areas, suburbs, Roma) in different European Union countries is to better understand the issue to be able to better prevent and manage it. Through our analysis and the realities encountered, this training course aims to spark reflection and thoughts on changes in practice to help different people depending on their roles with young people (teachers, educators, social workers or care staff) to work on common reflection and training to perfect their practice.

The reflective approach will enable everyone to better perceive the fundamental issues raised by early school leaving. We often don't realise that these questions which precede technique, are above all anthropological and philosophical.

Contemporary society has made huge progress in terms of techniques, creating real specialists in many fields: psychology, teaching, motor skills, speech therapy, education, etc. These technical advances have led to real progress that today enables and helps schooling children with special needs and to better respond to the needs they have in the field. On the other hand, we are now seeing the limits that people working in the field are encountering. This progress has been to the detriment of the very knowledge of man, who cannot be divided or fragmented, but whose dimensions (human, spiritual, intellectual) form one and the same person. It is this unity of the person, set aside for decades, especially in teaching, which is one of the causes of many limitations. However, all have a common problem in their profession. A psychologist cannot move forward with their patient if they do not enter into a relationship with them. A teacher can always transmit their knowledge but will neglect the other dimensions of accompanying and monitoring their pupils if they do not enter into a relationship with them. The same goes for educators and social workers, who can't practice without having a relationship.

Relationships are at the heart of these professions. The vocabulary used today is indicative of this trend: we speak of pupil, psychiatrist, teacher, patient, therapist, educator. It is now possible to finish school without having heard the word "child" or "person". The idea here is not to go back on the legitimacy of these terms but to really remember their meaning. Their meaning which, for each of them, finds its essence in the very concept of a "person". A pupil is not something separated from reality, a concept; they are a person, i.e. a being linked to others. They are a pupil because they are a person whose parents or legal authorities have entrusted us with the task of helping them integrate into society and educating them. What

connects all the people who work to help children is above all what they are - the essence of their being, i.e. what defines them.

Is it possible today to know man through philosophy? For Kant, the philosopher's work must be limited to the three questions:

- What must I do?
- What may I hope for?
- What can I know?

This questioning is no longer directly about man but about his activities. It is humanism without man. This thought is very widespread in modern philosophy.

Let us take as an example Jean-Paul Sartre in "Existentialism is a humanism":

"If man as the existentialist sees him is not definable, it is because to begin with he is nothing. He will not be anything until later, and then he will be what he makes of himself. Thus, there is no human nature, because there is no God to have a conception of it."¹

Sartre tries to show that man is not definable, but he also starts from this as a presupposition. What does "to be definable" mean? What can be defined, gives rise to a definition. A definition describes what a thing or concept is and therefore what it is not. Man is not definable because either:

- Man has an existence (ourselves), but we can't know it (Kant)
- Sartre never questioned the existence of man. There is an existence, but there is not something that exists. Man has no nature given to him at birth. He is thrown into the world, and man will only have the nature he has given himself.

This viewpoint is not only that of all contemporary philosophical thought, but it is also a scientific idea. "It is now a conquered idea that man does not have a nature, but that he has (is) a history. What existentialism asserted, and which caused a scandal, appears today as a truth."² Man is now only a symbol as it is man who gives meaning to the word "man".

We can see all the practical and moral consequences: **at school we do not transmit knowledge, but we build man, we give him an essence that he does not have from the outset.** This "essence" is often defined in terms of standards that the child must achieve. We can already see, through this first introductory anthropological approach, the obvious links between the fundamental reflexive approach and what is experienced in the field.

¹ "Existentialism is a Humanism" (from Existentialism from Dostoevsky to Sartre, ed. Walter Kaufmann, 1946)

² « Les Enfants sauvages » by Lucien Malson, 1964

Our difficulty in defining man today leads to difficulties in understanding our professions. In any field of activity, in any research process, it is **necessary to know and define one's "work objective"**.

Whether we are teachers, educators, social workers, we work with people. It is striking to see that when a teacher or educator is asked to define their profession, the answers given are above all technical and often devoid of purpose. And yet, purpose is what orders and gives meaning to our practices! An educator will talk about "raising", "taking care of the child in this or that area". That's true, but it doesn't define their job. The act of educating has its source in the older philosophy where man (like everything else) is defined by his purpose. This purpose is defined by the quest for "happiness" and is achieved through having freedom. An educator is someone who awakens this freedom so that the child can become an adult. That is, able to discern and act of their own accord to do what is "good". The role of the educator is therefore to awaken their critical spirit in the search for beauty, truth and good. In more contemporary thinking, this purpose is difficult to define. Truth, beauty and good are no longer defined as concepts but transmitted to "subjective" realities. The exercise of freedom is in turn indefinable and without limits (the limits are therefore imposed in normative form). Following this logic, there is an obvious intellectual coherence, but it encounters many obstacles when confronted with reality. If good, beauty and truth belong to the subject, the act of educating is made impossible in reality. Culture becomes the only bulwark that determines the limits, the "norms", and reality reveals the existence of the concept of good. It is this reality which enables the act of education or even enables justice. It is through the experience of life in society and history that we enrich our knowledge of what is good and what is bad. This is how our culture is enriched. The example of the "duty to remember" within Europe is a good example of this cultural movement: remembering so as not to repeat the same mistakes as in the past. This knowledge is not perfect (like all knowledge), but it is what each person, according to their mission with the young person, tries **to transmit to them so that as they grow older they can discern things so that they can act freely**. Through this, freedom is exercised from the perspective of good.

Each person's beliefs also influence and raise them towards this purpose. Personal history makes asserting freedom an individual task, which obviously makes child-related occupations complex, especially when their personal history increases these difficulties, as is the case for most early school leavers.

Based on a reflexive definition of the different themes addressed, this training program proposes to identify more "technical" and practical ways to help us in the field, to prevent and accompany the difficulties encountered by young people in order to better prevent and combat early school leaving.

Overall course objectives :

- **Promote cooperation** between trainers, educators, teachers, parents and external and internal partners to combat early school leaving;
- **Promote learning** for all pupils;
- **Develop practices** that promote the educational and social inclusion of young people with learning difficulties and young people from socially disadvantaged backgrounds;
- **Improve teachers' practices** to take better account of the diversity of children and adolescents;
- **Provide tools** for pupils to establish links between the learning (formal, non-formal, informal) that they achieve in their different areas of life;
- **Improvement of teachers' practices** to take better account of the combat against difficulties and early school leaving among young people.

Skills to be learned in the course to achieve these objectives:

- Know how to identify and analyse **the needs and difficulties of young people**;
- Know how to implement **pedagogical actions and strategies**;
- Acquire and implement theoretical and practical knowledge to be able to **develop inclusive teaching strategies**;
- Apply **collaborative strategies** by developing projects and exchanges between the different educational actors and parents with the aim of achieving the educational success of all pupils;
- Improve **teachers' practices** for a better integration of formal, non-formal and informal learning to combat the educational and social difficulties of young people;
- Know how to **manage and develop partnerships**, implement collaborative educational actions and share effective practices.

The modules include:

- ❖ Research contributions to the issue addressed (study of excerpts from documents during course time with or without prior preparation, excerpts from articles, flipped classroom model, etc.)
- ❖ Implementation (work on videos, good practices, tools, exercises, analysis of existing systems)
- ❖ Evaluation (individual self-evaluation in groups or collectively, reflective workshops, problem situations to be solved, role plays).

MODULE 1: EARLY SCHOOL LEAVING

Module objectives:

- Discover the origins of early school leaving.
- Discover the notion of early school leaving (ESL) or "school dropout process"
- Have a vision of early school leaving in Europe.
- Understand the mechanism of the early school leaving process: factors, causes and issues.
- Discover the different profiles and portrait of dropouts

The contents :

- Evolution of the school system
- Definitions: school dropout, absenteeism, school failure
- Data and statistics
- Factors
- Different early school leaver profiles
- Portraits of early school leavers

INTRODUCTION

Education has now become a right for everyone in Europe, but not all children fit easily into a system. We went from the simple notion of "non-qualification" or "academic difficulty" a few years ago, to the notion of early school leaving.³

Today many strategies have been put in place but we can still be surprised that even if the dropout rate is falling, it is still very uneven depending on the country or territory. So even if it seems important to have a good understanding of the different causes of dropping out, to what extent are the responses provided judicious, appropriate and too often still ineffective?

³ The terms "dropping out", "early school leaving" or "school failure" do not always refer to the same realities. The English make a difference between the "dropouts" and the "excluded": the first ones deliberately quit whereas the second are excluded by the institution (Thibert, 2013)

In this training course, we retain the term "early school leaving" because this term is often used in European context.

1.1. Evolution of the school system

The education systems in twentieth-century Europe underwent several important structural changes.

In the inter-war period, many countries already adopted measures to provide access to secondary education for all, and the compulsory school-leaving ages were raised (e.g. to 15 years in England, 14 years in Italy and France).

Originally, schooling was compulsory until the age of 13, then 14 years from the law of 9 August 1936.

After 1945 the educational landscape changed dramatically, with pupils in most countries attending compulsory schools until the age of fifteen or sixteen, and single-sex schools virtually disappearing. Since 1959 it was extended until the age of 16.

Little by little, whole age groups started to be educated. It was no longer just pupils and families who chose to go to school, but all children, regardless of their social background or motivation.

Schooling has now become a right for all, but not all children easily fit into a system. A few years ago, people talked about children who were not adapted to the school system. For a number of them, alternative routes were sought: specialised or adapted classes, apprenticeship routes so that they could still obtain a qualification or at least an opportunity to enter working life. At that time, everyone still managed to find their place. But with the emergence, and then the increase in unemployment, a certain number of young people who in previous years had succeeded in their working life despite everything (full employment, less judged by having a diploma) no longer found a job because they lacked diplomas. This became compulsory to find a job. The political powers then took hold of the issue and we went from the simple notion of "unqualified" or "academic difficulty" to the notion of early school leaving.

Much research has been done and today the issues and factors of this very complex process are known and have been identified. Many arrangements exist. It is therefore surprising that even if the drop out rate is falling, it is still very uneven depending on the country or area, and much remains to be done in terms of combat and prevention. While it is important to be familiar with the various causes of early school leaving, to what extent are the answers provided judicious, appropriate and too often still ineffective?

1.2. Definitions: early school leaving, absenteeism, academic failure

Some researchers consider that early school leaving occurs when a pupil leaves school for three weeks without reason. For other researchers, early school leaving corresponds to a pupil

leaving the school system without a certificate. In other countries, other terms are used such as *disaffection* for England or *disengagement* for Quebec etc. For Marchesi Ullastre (2003) "failing pupils would be those who, at the end of compulsory education, have not reached the level of knowledge and skills considered essential for social and professional life or for further education." This definition goes beyond the academic performance found in most definitions. It also hints at the notions of self-esteem and self-confidence. For Lambillotte and Leclercq (2000), dropping out is a "gradual process of disinterest in school, the result of an accumulation of factors both internal and external to the school system"⁴. Academic disinterest is an absence or loss of interest in school.

Pierre-Yves Bernard defines **early school leaving** as "**the failure to pursue studies before the completion of secondary education.**" Thus, the goal to be achieved becomes complete secondary education for all young people (Bernard, 2015).

From the point of view of Thibert (2013), "most of the terms used shows how diverse the situation is because each country has its own cultural background: "démobilisation" (Glasman), school Disengagement (Ballion), mental dropping out, school withdrawal, passive dropouts, active dropouts, loss of motivation, loss of comfort (Pain, 2012)" (Thibert, 2013, p. 5)

There are several stages to this early school leaving, so we are talking about a process. It can start at any stage of schooling and the first signs can be seen as early as the first grade.

School absenteeism: According to the French Ministry, a pupil is considered absent when they have not been present 4 half-days per month in the school where they are enrolled.

Failure or academic difficulty: it is necessary to distinguish, as Philippe Meirieu pointed out, between failure and academic difficulty, because they do not cover the same thing. The first refers to something deeper and requires a specific pedagogy to be put in place, while the second requires one-off help.

The notion of school failure can be found in two analyses:

- One is a purely cognitive difficulty: the child does not master and does not integrate learning processes;

⁴ Original reference in French language « un processus progressif de désintérêt pour l'école, fruit d'une accumulation de facteurs internes et externes au système scolaire »

- The other is an "environmental" difficulty: (medical difficulties, social or educational maladjustment, exclusion, family conflict and any event or situation likely to hinder the development of the child's personality).

1.3. Data and statistics

The European Council of 17 June 2010 reaffirmed the challenge for European education systems: to reduce school drop-out rates, improve education levels and promote social inclusion. The objective is to bring the average school drop-out rate in the European Union below 10 % by the end of the decade 2010-2020. The European Union is committed to the fight against early school leaving as it represents a major obstacle to the achievement of the Europe 2020 strategy. The Europe 2020 strategy has set the goal of **reducing the proportion of 18- to 24-year-olds leaving education and training early to below 10%**.

There is no international measurement system to measure it. Some countries measure the rate of young people without jobs, others without a diploma or training, but all show a decline.

Europe, for its part, defines an early school leaver rate based on the share of those aged 18-24 leaving education without a qualification (10.7 % on average in 2016).

There are wide disparities within the European Union. A small group of countries in Central and Eastern Europe have shown a low rate of school drop-outs since their entry into the EU, which has remained fairly stable since 2007 (Slovenia, Croatia, Czech Republic, Slovakia, Poland, Lithuania). In contrast, Southern European countries (Portugal, Spain, Italy, Malta) have drop-out rates well above the European average, but which have declined since 2007. France has undertaken to reduce the rate of young people not in any training system and without upper secondary school qualifications to 9.5 % in 2020.

Generally, the rate of early school leaving for most European countries is between 10% and 20% (with an average of about 13.5%) (Thibert, 2013).

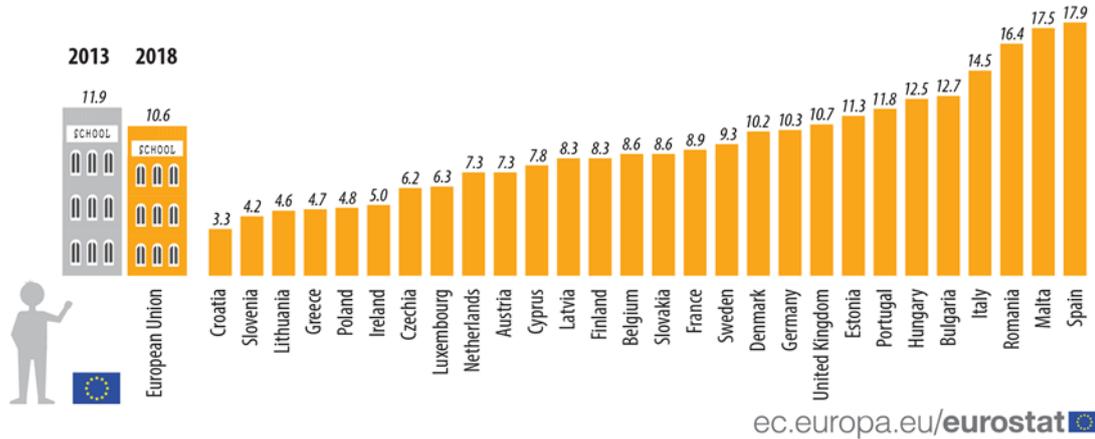
In 2019, an average of 10.2 % of young people (aged 18-24) in the EU were "early leavers from education and training", in other words, they had completed at most a lower secondary education and were not in further education or training.

Among the EU Member States, the proportion of early leavers in 2019 ranged from 3.0 % in Croatia to 17.3 % in Spain (see figure below)⁵.

⁵ https://ec.europa.eu/eurostat/statistics-explained/index.php?title=Early_leavers_from_education_and_training#Overview

One out of ten young people in the EU have completed at most a lower secondary education and are not in further education and training

Early leavers from education and training (% of population aged 18–24) (2018)



1.4. Factors

THE THREE FORMS OF EARLY SCHOOL LEAVING

<u>Relational drop-out</u> (one of the highest)	<u>Behavioural drop-out</u>	<u>Intellectual drop-out</u>
	I don't have the social codes, I can't manage and know my body and my emotions.	- "I don't understand anything at all, I have intellectual difficulties to understand." - "I understand so fast that I don't understand that others can't go as fast."
<i>In pre-school</i>	<i>In primary school</i>	
The child "doesn't form relationships."	Totally disengages when the pupil is faced with a teacher who does not understand and wants to "stop" or "fix" their behaviour.	Need to have a connection with parents. Testing can help to understand or change the parents' point of view. But it is not always useful or

		necessary. It depends on each situation.
They have difficulty finding a place in a group, in a space. Need to be accompanied to know how to do something.	<i>Behaviour is an energy that seeks to live.</i> It is a question of accompanying the other person to translate their behaviour without trying to cancel or repair it.	Intellectual interest that doesn't match school sometimes. Thus check the observations in the different places where the child lives.
Some people have into relational over-saturation . In nurseries there are fewer notions of individuality, which is nevertheless fundamental in the first years of life.	This happens more at the age of 7-8 years, as there is a tendency to take relationships for granted. Less attention is paid to learning about this.	
Secondary school (12-13 years old)		
The most difficult time in terms of relationships.		
Affirmation of love relationships.		
Second grade and then college or university (15 - 18 years old⁶)		
Leaving the family nest and recreating networks outside.		

The causes of early school leaving differ according to the type of country. In the poorest countries it is linked to child labour (especially in rural areas, more girls than boys). In Western countries, its causes are no longer linked solely to economic factors as was once assumed, but to a multitude of factors (personal, family, social and school reasons). If at one time early school leavers were often identified in "disadvantaged" environments, this is no longer the case today. All socio-professional circles are concerned.

The process of dropping out involves personal and family characteristics, attitudes and relationships. No single piece of data in itself is a risk or protection factor. In particular, there are **major variations between countries, partly related to national educational contexts**

⁶ The age range may vary depending on the country

and different socio-economic situations. Analyses indicate that the likelihood of dropping out of school is primarily associated with individual behaviour in the younger age groups, and with a combination of academic factors in the older age groups.

Several causes can be named, such as the school atmosphere of an institution, the relationship to school, the capacity for inclusion, absenteeism, academic failure, boredom, disparate study paths, labelling).

FACTORS INTERNAL TO THE SCHOOL SYSTEM

➤ **Weak academic skills at secondary school start**

It is now known that a weak level at entry to the first year of secondary school and more particularly the level of acquisition of the basic core skills can lead a pupil to become discouraged, lose confidence and gradually lose interest in following the lessons. Repeating a year may create a sense of failure and belittlement. The pupil has a negative image of school.

➤ **Cognitive drop-out**

Some pupils are diligent, quiet and do not disturb anyone, but they gradually and progressively move away from learning, often without the teacher noticing. There is a lack of involvement in learning.

➤ **Cycle passages**

Changes, breaks, new working habits when changing class, level or even structure can lead to demotivation for some pupils who are already weak.

➤ **School doesn't have any meaning for them**

Some pupils don't know why they're at school. The school system doesn't make sense to them. They are quiet or may sometimes rebel but they have no plans.

➤ **Stigmatisation**

The organisation of our school system into levels and streams classes and sorts pupils very quickly. They are very quickly identified as good or bad pupils. Assessments, the passage from one level to another reinforce this feeling and can discourage them and weaken their confidence and self-esteem.

➤ **Course choice rejected or imposed**

A course of studies imposed in fields or schools that do not correspond to the plans or at least to the wishes and aspirations of the young person can lead to early abandonment.

➤ **The school atmosphere**

Violence at school, difficult relationships with teachers, a lack of coordination in the educational team or a lack of relations between professionals and parents are all factors that can weaken a pupil.

➤ **Geographic situation**

The distance between school and home, transport difficulties, a lack of training opportunities can sometimes lead to absenteeism and fatigue.

FACTORS EXTERNAL TO THE SCHOOL SYSTEM

➤ **Gender**

Statistics show that more boys than girls drop out of school. There are marked differences by gender. As a group, girls already attained the EU target in 2014 with a rate of 9.6%. By contrast, boys were still at 12.2% in 2016, 3 pps higher than girls. The gender gap has narrowed since 2006 (by 4.2 pps) but it is still evident in nearly all European countries

➤ **Social environment**

There are four times more early school leavers among children of manual workers than among children of managers and intellectual professionals (Association francophone du syndrome d'Angelman (AFSA), 2013). Monitoring, the importance of being valued in the family, the learning methods can be some explanations for this observation.

➤ **Less developed family ambitions**

Sometimes the difficult educational path of parents who have themselves experienced failure can lead to a child's lower educational ambition.

➤ **Family environment**

This plays a very important role in the child's school career. The structure of the home, the financial means and the living environment are the conditions for the young person's success. They need to feel supported and valued. The child's education should be important for the whole family. Sometimes the living conditions of some young people are so precarious that they hinder their success at school.

➤ **Health problems and accidents**

Pupils with disabilities or chronic illnesses may unwittingly start down the path of early school leaving when the necessary learning facilities do not exist, or exist only partially. We can also talk about various addictions (video games among others, social media) that can alter the smooth running of schooling.

This non-exhaustive list of the various factors shared in all the different studies on early school leaving shows us that this process is very complex and varied.

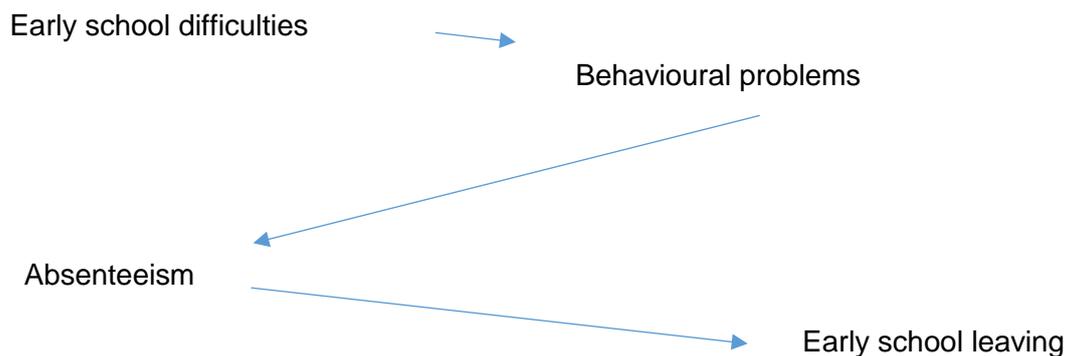
It is therefore up to us at school to do our part and to try to prevent it well before secondary school.

SYNTHESIS OF THE MAIN FACTORS FOR EARLY SCHOOL LEAVING

- Disadvantaged socio-economic environment
- Early school difficulties
- Negative school experiences
- Unfavourable school context
- Difficult location context

1.5. Different early school leaver profiles

Early school leaving process



As it was mentioned, early school leaving is a gradual process of disinterest in school, the result of an accumulation of factors both internal and external to the school system. It can start at any stage of schooling and the first signs can be seen as early as the first grade (Rémi, 2013).

Teachers need to have an increasingly "sharp" eye for observing and listening to their pupils. According to Michel Yager, pupils who drop out of school will sometimes have difficulty naming or expressing their discomfort. They then use other ailments or symptoms to alert us. Thus, it is important to be able to observe and be attentive to these signals. If **we observe** and then **accompany** these different points at primary level, then there would be less drop-outs in secondary school. In addition, at secondary school, there is a need to check the different observation categories, because adolescents can act more and play the game. When they are small children, pupils are more "natural".

Beyond absenteeism, lack of interest, passivity and behavioural problems may be the first signs.

The research conducted in this area identifies three indicators in the vast majority of cases. Some early school leaving can occur abruptly in secondary school, but this is usually because of a family or economic accident.

- **Absenteeism**
- **Behavioural problems**
- **Weak academic performance**

1) Early school difficulties, often as early as primary school. They concern, on the one hand, adaptation to school rules and codes and on the other hand learning. Some pupils may very quickly enter into a downward spiral of failure and be given the label of “**pupil in difficulty**” that will be very difficult to erase. Unfortunately, all too often, schools still assume that the pupil alone will be able to give meaning to their presence and learning. We are therefore very far from the life project which needs to be built. This leads to a sense of injustice, lack of confidence and low self-esteem. This can be an obstacle at the time of transition to secondary school when evaluations focus more on the learning of knowledge than on the effort made.

2) Early school leavers' opposition to school, which manifests itself in very different ways, ranging from a passive attitude to a refusal to work or conflicts with teachers. **Low self-esteem, lack of confidence and boredom** are common characteristics. Some of these pupils will then be content to wait passively and very discreetly at the back of the classroom while others will do their utmost to make their pain known. This can result in a refusal to do school work, or various forms of disruption. The situation very quickly leads to a mutual rejection between pupil and teacher.

3) Absenteeism (In middle school but especially in high school). In addition to boredom, low self-esteem and disinterest, later on at the end of middle school or high school there can be the added factor of a course path that is often imposed rather than chosen for pupils in difficulty. Simple lateness in the beginning can turn into more regular absenteeism. The statistics show that the proportion of pupils who are absent without justification for four or more half-days in a month concerns on average per year 2.6 % of secondary school pupils, 6.9 % of general and technological secondary school pupils and 14.8 % of vocational secondary school pupils.

This description is simplistic and should be looked at with perspective. These different moments can have different levels of importance and can also cross over with each other. To be more precise, we can therefore compare these different times to the different types of early school leaving and the different forms it can take.

1.6. Portraits of early school leavers

The phenomenon is international and each country has its own approach and experiments. This varies from one country to another. There are different concepts. We can talk about *early school leaving* in some cases or *drop-out* in others, as in Canada. In Belgium we will talk about *disengagement*, in England about *early school leavers*. The different terms used show different cultural aspects depending on the country: *demotivation*, *school disengagement*, *mental drop-out*, *passive drop-outs*, *active drop-outs*, *motivational drop-outs*, *comfort drop-outs*.

Beyond the terms, what we must remember is that early leaving school is above all **a human issue, a challenge for our institutions**. It has a negative impact on pupils' self-esteem and confidence. They show significant risks of not succeeding in their social and professional lives. **For many young people, school and training are experienced as a source of discomfort.**

What are the main characteristics of early school leavers?

- ✓ Gender - Being a boy
- ✓ Difficulties in adapting
- ✓ A lack of self-esteem and confidence
- ✓ Difficult relationships with adults
- ✓ A negative view of school combined with academic difficulty
- ✓ Insufficient motivation and involvement
- ✓ No point seen in learning
- ✓ Behavioral problems.

There are various **typologies** that have been developed to classify pupils who drop out. This again shows that the causes are have a multitude of factors. The report of Thibert Remi "Early School Leaving: Different ways to deal with it" (2013) listed different categories:

The Kronik and Hargis typology (1990):

- **Pupils in trouble** (learning and behavioural).
- **Quiet pupils** (learning difficulties but no behavioural difficulties).
- **Silent pupils** (who fail at exams).

The Janosz typology:

- **Silent or discreet** pupils (40 %, no behavioural problems, in line with school demands, poor results, underprivileged background).

- **Inadapted** (40 %, learning difficulties and behavioural problems, rather negative psychosocial profile, family problems, delinquency, deviant behaviour).
- **Disengaged** (10 %, few behavioural problems, low educational aspirations, average performance but no appreciation of schooling);
- **Underachievers** (10 %, serious behavioural problems, poor academic performance, failure situation).

The Fortin *et al.* typology (2006):

- Pupils **with hidden antisocial behaviour** (lying, stealing, extortion, drugs), below average academic performance. They conform to the standards they do not get caught, their family doesn't supervise them very much, there is a low level of family solidarity and they have a high level of depression.
- Pupils with **little interest and motivation in school**: they perform well at school but are bored. They feel there is little order and organisation in the classroom, have an above average rate of depression and have a negative appreciation of family emotional support.
- Pupils **with behavioural and learning difficulties**: they have poor academic performance, behavioural disorders. They commit offences and have a high level of depression. Family support is very low and they have a negative view of family organisation and communication (but there is still family cohesion and parental supervision).
- **Depressive students**: their grades are average, there are no externalised behavioural problems and they have a positive opinion of teachers. But they have a very high level of depression, they suffer from low family cohesion, even if there is emotional support and family organisation with strong parental supervision. They have a negative view of the atmosphere in the class.

The different profiles of early school leavers:

Discreet early school leavers: these are serious pupils who play by the rules but score below average.

Disengaged early school leavers: they primarily have low educational aspirations and a low level of perceived ability. They do not perform poorly but are often reject school.

Underperforming early school leavers: these are pupils who perform very poorly without demonstrating opposition to school through their behaviour.

Inadapted early school leavers: this includes pupils with both behavioural and learning problems.

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SYSTEMS TO COMBAT ESL

Tools to identify signs of ESL

There are tools for identifying early signs of ESL:

- **Check and Connect.** This program, initially designed for middle school students, is applied in urban and peri-urban high schools. It consists of individual support by an instructor who is responsible for continuously evaluating the performance of the student being monitored (*check*), and a cooperation protocol between school, family and social services (*connect*) on a period of at least two years⁷. **Motiv'action** is the French adaptation of the Quebec program Check and Connect, as part of an action-research project carried out in partnership with the team of Michel Janosz, professor and director of the GRES (Research Group on School Environments) at the University of Montreal. The program aims to identify weak signs of dropping out among secondary school students and to offer them adjusted, scientifically equipped care.

⁷ For more information : <http://checkandconnect.umn.edu/manual/default.html>
http://checkandconnect.umn.edu/training_consultation/default.html

- **The LYCAM** (for “LYCée ÇA M'interesse”) is a device born in Canada in the 1990s; it first appeared in France in the early 2000s. It is based on a questionnaire with a preventive objective. It allows for an early identification of pupils likely to drop out of school and the implementation of actions based on the need for support identified⁸.

Prevention measures

Act as soon as possible:

An effective intervention must aim at the development of academic and social skills. To do this, we need to know, spot and identify the different risks of dropping out of school to fight against it and develop skills to prevent it upstream. Researchers call it **protective factors**.

Above all, it is about developing a taste for learning and a commitment to the functioning of the school.

For the secondary school, it will be about promoting academic perseverance and well-being in the different structures.

Act globally:

Little by little, the care of pupils in a situation of early leaving is being considered in a more comprehensive way.

We are now talking about *new educational alliances* to evoke the need to tackle the issue of ESL together with all the actors concerned. It is now much easier to connect the actors and partners concerned by this issue: school, institution, care services, local communities, parents, associations.

It is a mobilization of the entire *educational community*, in conjunction with the various internal and external partners, which can both prevent dropping out and offer each young person a personalized solution. It is by building a meaningful project with and around the pupil or young person that we will succeed in supporting him.

⁸ For more information : <https://www.cedefop.europa.eu/fr/toolkits/vet-toolkit-tackling-early-leaving/resources/lycam-questionnaire>

The conditions of this approach revolve around five major interdependent themes: **governance of the school, support for learners, teachers, parents and families, and the involvement of partners.**

The **success factors** of these programs or devices are: flexibility, adaptation to the needs and interests of students; the quality of relations between school staff and pupils and between educators themselves.

Act in continuity:

For fragile pupils, the transition from primary school to secondary school with a new way of working, new standards, new relationships to be built, another method of assessment is a high-risk transition. Until a few years ago, this continuity was not easy.

Key tracks to be implemented:

We can distinguish different observables that can be "classified" in this way even if it is always necessary to avoid a typology or classification of symptoms: observable at the "*body*" level, at the "*auditory*" level and at the level "*the look*". Despite everything these observations are not enough, there is a need to move on to an individual report if the young person wishes in order to "*dig*" further. Dropouts need it, as they seek to "*hook*" on the relationship and the meaning of life in general.

Here are some observable examples: It should be noted that the adult must observe a sudden change, such as a break with the previous behavior, an increase in symptoms.

What is observable **at the behavioral level, at the visual level:**

- **Normal attitude but the look is vague.** The auditory hears but the person has left on another topic that attracted him. It's a drop in concentration.
- **Look that went far, up ...** Support of the head. Great intellectual cogitation or great school escape outside the walls (more interest in the subject or in learning?). *Where's the kid? Where is he ?* = Need of challenge
- The one **who boils, who scribbles**
- The one **who needs to do two things at the same time to focus and understand.** He needs the body to be in motion in order to understand and learn. If the child can answer, then

he is there, he is learning, he is following. Often, the "scribble" is not creative, it makes lines, repetitive drawings that calm the brain, which stop thinking. He "returns" if requested.

- The one who is "**dropping out**", he cannot hear even if you approach him. He needs to be stimulated, even sometimes strongly. The visual, auditory and kinesthetic are cut off. He is elsewhere.

- The one who has an **unrelated gaze**: towards the ground, towards the bottom... "*Relational dropout*" possible. By this symptom, he can come and tell us: "*I can't take any more of the others*. This is the big symptom of dropping out. The professional has a very important mission here: the child or young person probably needs that the professionals act with *distance and distancing, patience and non-violence*. The goal is for the child himself to come and seek the gaze of the other. "The day the child looks up and meets ours, then the relationship is strong and can take you further than you probably thought"

- The one who has a "**provocative**" look: it follows with his gaze with the body moving forward. "*I'm sick of the collective, I need individuality, I need your attention.*" "*I want a relationship with you, I don't want you to delegate me with 'another'*". "Adults should not" look away "by seeking to divert help from a third party, that is to say, to put" out of sight ". Indeed, the young person will probably look for another way to create a bond with the one who positions him out of sight.

What is observable **at the auditory level**:

- The one who **BECOMES mutic**: Physically the student is there, but he has no more voice. "*He can no longer find his way*", "*he has been cut off his whistle*". He closes relational contact and in particular **language**, the basic structure of human beings. Adults must ask themselves about of the classroom atmosphere, of their relationship to others, of what they have heard on the social side, at school level but also at family level.

- The one who **BECOMES "big mouth"**: the one who "*eats everyone else's space*", he saturates the auditory space, he attracts attention. He's probably coming to say, "*I have things to say but I can't do it on my own*". He positions himself in the drive, in the impulsiveness. There may be "*urgency in the accompaniment*" if the student wishes.

- The individual relationship is essential, with benevolent authority. The student seems to need to rebuild trust in the adult relationship. In different situations, there is a need for consistency, even if there is no visible improvement. We must hold on, also in order to show that on our side "*it holds*". Authority is then posed by the **BODY** and not by the **VOICE**.

- **Language problems** that arise: stammering, resumption of breathing, rhythm of words. With too much emotion, he can no longer put a word in front of the other. These symptoms can be accelerated when there is a check-up or an evaluation period. Here stress can lead to dropping out.

- The one who **"whispers"**: he does not live for himself, he only lives in relation to others even if the other can be a source of concern. The closer the other is, the more his communication bubble is invaded, the other is significant.

What is observable at the **kinesthetic level**:

-The one who is in **hyper-movement**: "*without my body I understand nothing, unrelated to reality, I understand even less*". He needs to be allowed to move, needs a moment of rupture with use of the body. When the body asks to move, I cannot regulate it except through movement.

-the one who is in **passivity, softness**: "*I don't know what I'm doing here on Earth*". Need for a dual relationship to talk about the meaning of life.

-the one who is **awkward in the presence of the adult / the one who sweats**: he becomes awkward with the pressure he puts on himself, with the representations he has of the presence of the adult.

- the one **who bleaches**: poor oxygenation of the blood, poor breathing, those who do not let themselves live anymore because he is so afraid of what will happen ... Need that we bring him oxygen,

-the one who is in the **repetitive pain complaint**: It is the body that takes the symptom, the body takes all the fears that the child cannot handle.

-the one who always **needs to go out to go to the bathroom**: "*I feel that I need to evacuate...*"

ASSESSMENT

After reading and familiarizing yourself with this module, here is a possibility to start the process of understanding and appropriating this module.

1. Debriefing: three questions to summarize this module: (individual work then collective feedback and discussions)

- **What are the reasons for dropping out of school?**
- **Clear two or three dropouts.**
- **Restore four or five observables of fragile students**

Possibility in the form of sketches, to play the role of a "dropout" student. The other participants having to paint the portrait.

2. Work by group then collective rectification

In groups, take up a system (tool) to fight against ESL present in the module or another known one:

- Identify the issues, the objectives, the chosen courses of action.
- Secondly, identify the strong points and possibly the gaps or at least the possible perspectives for development.

Present this system to other groups. Debriefing.

MODULE 2 : EDUCATION INCLUSIVE

Objectives:

- Develop practices that promote the educational and social inclusion of young people with learning difficulties and young people from socially disadvantaged backgrounds
- Improve the practices of teachers and youth workers to take better account of the diversity of children and adolescents
- Improvement of the professional practices of teachers and youth workers to take better account of the difficulties and dropping out of school for young people
- Providing knowledge on inclusion
- Providing knowledge on special educational needs
- Preparation for the recognition of special needs

Content:

- Identification and analyse the needs and difficulties of young people
- Theoretical and practical knowledge to be able to develop inclusive teaching strategies;
- Know how to recognise the students' features, special needs, knowledge and competencies
- Measurements in European education
- Good practice : classroom management with a democratic angle as a method to maintain motivation and success for students in school
- Democracy and Student involvement in Denmark

INTRODUCTION

Today throughout Europe, the framework for inclusive schools is defined as follows: *access for everyone according to their abilities to the different types or levels of schooling*. We are therefore moving from helping only pupils in difficulty to supporting all of them.

Overcoming early school leaving requires inclusive education, and addressing diversity challenges is a key issue for inclusive education. In order to achieve inclusion, that is to say, all the conditions must be met in order for disadvantaged and / or disabled pupils with special educational needs to learn together, we need to get to know them. Without a thorough understanding of the learners, the mapping of their special needs, and abilities, prior knowledge and experience, we do not know what conditions we need to provide for full

inclusion. This requires a situation analysis, and in addition to knowing the learner, we may need to use different diagnostic situational assessment tools.

Early school leaving is nowadays not only an educational issue, but also a socio-economic one, as it causes significant disadvantages in both areas. For this reason, the reduction of drop-out rates is an important strategic goal both at international and domestic level, and it is a high priority in education, vocational training and economic policy in Europe. Measurements of knowledge, skills and competences have become increasingly important in the world of education in recent years, as different measurements can give us a more objective picture of the level of knowledge of learners and participants in education and training. Measurements thus help us to get to know our students better, both the learner and the teacher realize the gaps, areas for improvement, and the strengths we can build on during the learning process. We can experience the widespread and significant importance of measurements in everyday life, as we meet them at every level from primary school through to adult education and higher education, such as PISA⁹, PIAAC¹⁰, etc.

2.1. Definitions and learning difficulties

This definition of Inclusion and Inclusive education vary from country to country. The topic is vast and complex. The aim of this module is not to explore all the definitions and realities within the inclusive education in different international contexts but to study some characteristics of the inclusion and to list learning difficulties of students. They are mostly based on Hungarian representations and the literature review.

So, what does segregation mean? Integration? Inclusion? What is the difference between integration and inclusion?

Segregation : „to keep one thing separate from another”

Integration : „the action or process of successfully joining or mixing with a different group of people”

Inclusion : „the act of including someone or something as part of a group, list, etc., or a person or thing that is included”, „the idea that everyone should be able to use the same facilities, take part in the same activities, and enjoy the same experiences, including people who have a disability or other disadvantage”¹¹

More than integration, as we not only accommodate students with special needs, but also provide all the conditions for their smoothly inclusion. We need to get to know them to adapt

⁹ PISA Programme for International Student Assessment

¹⁰ PIAAC Programme for the International Assessment of Adult Competencies

¹¹ <https://dictionary.cambridge.org/dictionary/english>

to the needs of different students, and any special needs they may have, and effectively support their learning.

SNI – SEN Special Educational Needs:

- expert opinion is required
- students with physical disability, sensorial disabilities (vision, hearing), intellectual or speech disability, autism, or other psychological developmental disorders (severe learning, concentration or behavioural difficulties), multiple disability
- severe difficulties in the learning process because of disturbances of their individual development (dyslexia, dysgraphia, hyperactivity etc.)
- it's a law category, that gives preferments for the students (extra time, written/oral exams change, using tool, etc.)

Diagnostics, survey, competences measurement

- need for cognition
- there are situational exploration techniques, methods that are used to better understand students' characteristics, positions and abilities in certain areas
- need for competences measurement in the EU
- for example: PISA, PIAAC...

Difficulties in learning and behaviour:

- expert opinion is required
- students with difficulties in integration, social relationships, learning, behaviour or personality development, are those who perform considerably below their biological age
- but NOT special educational need
- less preferments for the students

Special education: three different types of the learning problems, ranked according to their respective severity.

Learning difficulties :

- Problems in learning and in social behaviour -> unsuccessful school work
- Prevention, compensatory education, development, a wide variety of other methods can help
- Learning difficulties may disappear
- Learning difficulties may be temporary (Mesterházi, 1998)

Specific learning difficulties (dyslexia, dysgraphia, dyscalculia):

- Symptoms appear only on specific fields of learning (reading, writing, spelling or counting), while good results on other fields
- Examples: dyslexia, dysgraphia, dyscalculia
- Need for a targeted development
- Can be developed, but it not can disappear (Mesterházi, 1998)

Dyslexia:

„Dyslexia is a specific learning disability that is neurobiological in origin. It is characterized by difficulties with accurate and/or fluent word recognition and by poor spelling and decoding abilities. These difficulties typically result from a deficit in the phonological component of language that is often unexpected in relation to other cognitive abilities and the provision of effective classroom instruction. Secondary consequences may include problems in reading comprehension and reduced reading experience that can impede growth of vocabulary and background knowledge.”¹² **Dyslexia – symptoms:**

- significant and definite impairment in the development of reading skills
- sub-tasks required for reading, word recognition, oral reading skills, reading comprehension are all impaired
- reading: extremely flawed (extreme wrong), obstructive, slow, jumping, skipping, letter and word spellings
- spelling difficulties may be associated
- has a significant impact on school performance
- speech and language development as an antecedent
- Letter misspellings
- Letter skins - inserts
- Syllabic omissions and inserts
- Bad combinations
- Reps
- Difficulty in reading
- Pretending: two letters in the word become identical: big bag
- Linguistically undeveloped Speech problems are common
- Vocabulary is sparse
- Difficulty in vocabulary
- Poor verbal memory

¹² International Dyslexia Association

Other symptoms:

- Dominance disorder
- Immature body scheme
- Clumsy subtle movements
- Bad space orientation
- Secondary psychosocial problems
- Careless
- Messy
- Its performance fluctuates
- Restless, scattered, impulsive
- Hesitant, uncertain

Dysgraphia:

- significant and specific impairment of the development of spelling skills
- no specific reading disorder was detected
- both spoken and written spelling and spelling are involved
- spelling: excessively misspelled, parsing words from letters to letters and synthesizing words from letters
- expressive and receptive speech disorders, difficulties with visual perception

Dysgraphia – symptoms:

- Exchange of letters
- Skipping and inserting letters
- Misdirection
- Omit one digit of two-letter letters
- Special writing of adverbs
- Word distortions described on the basis of poor hearing similarity
- Duration disorders
- Non-pronunciation letters
- Punctuation-spelling, hyphenation
- Use punctuation
- Use uppercase letters
- Hearing

Dyscalculia:

- impairment of arithmetic skills
- basic operations, but less of a more abstract task

- it affects school performance and everyday life
- Number Dyscalculia: a disorder in the representation of numbers. You can't name Arabic numbers, you can't read numeric words. The quantitative characteristics of the numbers are isolated
- Computational Dyscalculia: prevents proper arithmetic. Frequent injury to the use of the multiplication table.
- Operational Dyscalculia: Initial steps are correct during operations, but confusion occurs before correct results.

Dyscalculia – symptoms:

- Cannot understand the names of numbers, does not understand their meaning
- You cannot interpret the spatial characteristics of numbers
- You cannot apply mathematical facts
- Mathematical thinking and operations are misinterpreted
- Quantity coding corrupted
- Shopping is hard (adding, recurring, how much does it cost, tip)
- Problems in sports, scoring, board games
- Measuring things like temperature or speed
- Counting often on your fingers, you often use the calculator feature on your mobile phone
- Cannot understand the names of numbers, does not understand their meaning
- You cannot interpret the spatial characteristics of numbers
- You cannot apply mathematical facts
- Mathematical thinking and operations are misinterpreted
- Quantity coding corrupted
- Shopping is hard (adding, recurring, how much does it cost, tip)
- Problems in sports, scoring, board games
- Measuring things like temperature or speed
- Counting often on your fingers, you often use the calculator feature on your mobile phone
- Often it is a problem for basic operations to skip ten, keep the rest, and take directions into account when subtracting
- When multiplying by multi-digit multiplier, find the location of the detail product
- Problems in other areas: Attention, memory ; Motor functions ; Fine motor awkwardness; Tactile, visual, acoustic perception ; The sensory integration process is poor ; Seriality; Development of speech and language skills ; Conceptual thinking operation ; Content identification of mathematical symbols

Learning disabilities:

- Comprehensive, serious and chronic problem
- Every fields of learning
- Therapy and long-term development is necessary
- Need of a special educator
- Solution/opportunities
- Development of methodological culture:
- Student-centered
- Personalized tasks, activity
- ICT tools, special digital devices for people with disabilities
- Gamification
- Need of differentiation

Differentiation:

- 3 types: system, curriculum, learning-organization
- Learning-organization
- Content differentiation: different curriculum by interest
- Requirement differentiation: several levels
- Methodological differentiation: same curriculum in different ways
- Differentiation can be by tools, curriculum, methodology and forms of work

Role of career orientation and skills development

- importance of career guidance and career socialization
- learn more information about profession, learning procedure, working procedure, vocational training, labour market
- opportunities for career guidance and career socialization
- to turn on prior knowledge, experience - formal, non-formal and informal, etc

2.2. Importance of measurements in European education

Through different abilities and competency measurements, the individual and his abilities are better understood. These measurements play an important role in making development, teaching, education and training more effective, learning about students' abilities, preventing learning failure, and predicting neurological-based performance disorders, both in children and adults. Not only education becomes more effective, but as we learn about individual's abilities, they can exploit their potential more economically. In this way, early school leaving and later labor market drop-outs can be reduced.

As it was mentioned before, the Europe 2020 Strategy states that the rate of early school leaving should be reduced below 10% by 2020. (European Committee, 2010). However, the report of Tackling Early Leaving from Education and Training in Europe highlights that there are certain groups that are particularly vulnerable to early school leaving. Thus, factors such as low level of education of parents, poor financial status of the family, unfavorable socio-economic status can affect early school-leaving, and also immigrants, minorities and even boys are among the more vulnerable groups. (European Committee, 2014). It is therefore essential to know the characteristics, capabilities and abilities of a given learner. The report also highlights the assessment of student needs. (European Committee, 2014).

The 2019 OECD Skills Strategy highlights skill systems and their management, which requires coordinated cooperation, involvement of stakeholders, and development of integrated information systems. (OECD, 2019) A key step in achieving this is to identify, assess and provide guidance on individuals' abilities.

The purpose of this module is to introduce these methods to learn about the skills and competences of learners and to make their education more effective. In doing so, it lays the foundation for student development and indirectly contributes to reducing early school leaving.

In the following, the module introduces the **Cognitive Profile Test** as a measurement method, **the Learner Map** as a method for getting to know students, and the **Complex Instruction Program**, which is a special cooperative learning method.

Cognitive profile test

Developed by Éva Gyarmathy¹³, the Cognitive Profile Test enables you to examine the most important sub-skills, abilities and skills that play a role in the development of school skills, through a variety of tasks. Its purpose is to give a versatile picture of the individual's strengths and weaknesses, the individual's ability structure. The test measures the individual primarily for him/herself and does not aim to record the individual's level of ability in a single data set, as with most intelligence tests and ability measurements (Gyarmathy, 2009; Gyarmathy, É., Gyarmathy, Zs., Szabó, Pap & Kraiciné, 2019; Kraiciné, Gyarmathy, Bánátfy & Pap, 2019).

The International Cognitive Profile Test was developed by Ian Smythe (Smythe, 2002). It is a test procedure translated into multiple languages, which examines the specificities of the appearance of dyslexia in different languages. It is suitable for screening and monitoring the progress of an individual or a whole group in a given area, as most assignments can be repeated. One of the advantages of the web version is that the elements are randomly

¹³ For more information <https://slideplayer.com/slide/2697277/>

generated for tasks. If you want to get information about specific skill areas, you only need to use certain tasks, it is not necessary to go through all the elements of the tasks during the test. (Kraiciné et al., 2019) Based on practical experience, the test is updated regularly.

The electronic version of the test is available free of charge on the Internet. The advantage of completing the test online is that the worksheet is very short, the evaluation of the test is performed by the program, and the scores are calculated automatically, no extra calculation is required. In addition, children with hyperactive and / or attention deficit disorders can pay more attention to the screen. Orientation information are provided for educators quickly and reliably. Once properly prepared, it can be used by any teacher, so they can get to know the students' abilities.

The group averages are compared to a large sample standard. It is used to determine the ability structure of the group, and teaching can be adapted to this. Another important part of understanding the test is that the teacher can determine if the student shows a significant deviation from the average in a given area. The profile of school failure for different reasons vary. The areas examined by the test indicate the characteristics that threaten school failure. (Gyarmathy, 2009; Gyarmathy, 2018; Gyarmathy et al., 2019; Kraiciné et al., 2019)

Structure and elements of the Cognitive Profile Test

The main areas of the test are cognitive ability, information processing, and school skills. Tasks of the Cognitive Profile Test used in this development are: figures, repeating numbers, recalling the digits in backward order, sequential and simultaneous image memory - measures two metrics, writing words and pseudonyms - measures two metrics, observation time, calculation operations, quantities, word meaning. The tasks of the test collect data in the following breakdown:

Tasks measuring cognitive abilities

- Vocabulary - word interpretation task
- Figurative Abstraction - figures test

Memory Tasks

- Perception speed - observation time test
- Visual Parallel Memory - pairs of images
- Visual Sequential Memory - note series
- Working memory - recall the digits in backward order, number of sequences
- Working memory - recall the digits in backward order, longest sequence of numbers

- Auditory sequential memory - number repetition, number of sequences
- Auditory sequential memory - repetition of numbers, longest sequence of numbers

School skills

- Reading speed - word reading task
- Spelling - writing words
- Phonological awareness - writing pseudonyms
- Quantity concept - quantity task
- Calculation capability - calculation operations

The test tasks were supplemented with a Neurological Disorders Questionnaire, which measures four areas, **attention, hyperactivity, disharmony, and learning disability**. It explores the four common syndromes with 35 questions. The answers to questions from 1 to 5 are weighted and can indicate multiple areas at once. The test set of tasks examined in this study is suitable for testing the ability of young people and adults over the age of 12, but there are also test sets available for different age groups. (Gyarmathy, 2018; Gyarmathy et al., 2019; Kraiciné et al., 2019).

Evaluation of the Cognitive Profile Test

There are five categories of results for each task. The outstanding and strong categories are above average, so these results are good or particularly good. The typical zone or category does not mean extremely good or fundamentally bad results, it does not mean lagging behind, it is just an average result. The category to be developed and strongly developed indicates underdevelopment in a given area, such an outcome requires targeted development in the area. The one to be developed indicates a less severe problem, while the one to be strongly developed indicates a greater problem. (Gyarmathy et al., 2019; Kraiciné et al., 2019).

The value of an individual's scores is relative to the group average. Individual development is needed for someone who is different from the group average in a particular area. If the result is outstanding, it is worth considering it during teaching and to direct it to a special talent development program. However, for this, any weaker areas of skill must be taken into account, and the balancing of these must be included in the development. In this case, it is necessary to build on the child's strengths, so these must be taken into account. Test scores show the performance in the different areas. When interpreting the results, we cannot avoid the circumstances of taking the test, the student's past performance, and his current status, as all these can affect the results. The system also measures the time it takes to complete tasks,

which can be used as additional information for some tasks, otherwise guidance on how long it will take to complete the task. (Gyarmathy, 2018; Gyarmathy et al., 2019)

You can view the test result on the basis of your own code for the learner - right at the end of the form, and later on when entering the system, or for the teachers' "ability profile" of their class. The results can be examined at class level, at grade level, and at the level of the school and vocational training center (Kraiciné et al., 2019).

Learning Map

Another well-known method known in the literature for familiarizing students is the learning map method. For example, a project aimed at catching up in a disadvantaged area in Hungary suggested the introduction of an individual learning map. (Kraiciné, 2006)

On the basis of the learning map and the related competency card, the individual's basic abilities, labor market competences, and indirectly his or her chances of further education can be learned. Based on this data, individual counseling can be used to analyze career plans, opportunities for further education and employment, and to determine the next stages of development. The project included the following information on the learning map:

- the biological and social characteristics of the individual
- resources: age, gender, ethnicity, relationship and social capital
- living conditions (family and income structure)
- attitude, work ethos
- previous formal learning outcomes (education, vocational training)
- non-formal and informal, hidden and manifest knowledge and prior experiential knowledge
- thinking, reflection and learning skills
- learning and employment motivations
- experiences of successful adult learning (Kraiciné, 2012).

In the structure of the learning map, the above aspects are grouped into four groups: **aptitudes, resources, attitudes, energy resources and efforts**. (Tibori, 2007)

KIP Method (Complex Instruction Program)

Knowing the students, their abilities, attitudes and especially their status within the group is essential for the implementation of the Complex Instruction Program, as we work with this

information during the process. The procedures outlined below will help you get to know your students.

In order to reduce drop-out rates, there is a need for personalized, tailor-made training and education activities.

KIP is a special cooperative learning process, more than an educational method, more than traditional teamwork, as it addresses the status differences between students during education. It was originally developed at Stanford University to integrate Spanish-speaking children into American schools. (K. Nagy, 2015, I.) It is an educational method suitable for the education of heterogeneous groups of students, in which besides the development of cognitive abilities the emphasis is on the shaping of students' behavior and socialization. The method is also suitable for bringing together children who are lagging behind, underperforming, progressing at an appropriate pace, or talented. The point is that students are organized around a central topic - along rules and roles - complete the class assignment through group work and differentiated individual assignments. It is a kind of status management program where students of different statuses can contribute to the task according to their abilities. (K. Nagy, 2015, I.)

KIP is a tool for increasing the school success rate of disadvantaged students and preventing school drop-outs, as it does not result in the development or elimination of harmful segregation within the community. Collaborative learning provides significant help to those who are lagging behind. The long-term goal of the program is to support children, especially underperforming disadvantaged learners, to succeed in upper secondary education and thus successfully enter the labor market. An important goal is to improve teacher competences and to change the pedagogical culture within the teaching staff. (idem. 2015)

KIP is a complex system based on principles, methods and rules applied in the classroom, which emphasizes cooperative learning methods. From a pedagogical point of view, it focuses on student status management, collaboration and reducing inequality, achieved through group and individual work. By using KIP, students' empathy, tolerance, conflict management, communication and organizational skills, and debate culture develop. It does not replace existing methods (eg. frontal methods, teamwork, project method, etc.), but complements and reinforces them. (idem.2015)

However, the basic principle is that at least 10% of the lessons at school should be organised by KIP method. This is because students need the KIP impulses at specified intervals. Examples of such impulse are the confirmation gained during the KIP lesson, positive feedback from fellow students and the teacher, and active participation in group work, as without the

work of the individual, the collective product of the group would not be complete. In practice, this means that KIP classes are held on average twice per week in student groups.

In the teamwork phase, small groups have to solve open-ended tasks on the same topic, which are complex, can be accessed in many different ways and involves multiple solutions. Slower students, those with lower achievements, those with special needs, and Roma students participate in classroom activities in the same way as other students. Open-ended group assignments and differentiated individual assignments help students overcome disadvantages, create equal access to knowledge, and ultimately facilitate individual mobility. (K. Nagy, 2015, I.)

These tasks develop creativity, arouse interest, and contribute to discovering, managing, and eliminating learning failures. Mastering effective learning techniques and developing reading comprehension are inherent in learning about and solving tasks. Talent development and the development of individual abilities is accomplished through the differentiated, personalized tasks assigned to the lesson. In addition, personalized education, adaptation to learners and situations, and the frequent use of digital tools are essential in KIP. In addition, there are some basic rules that must be followed when using KIP. These include the use of open-ended assignments, the work of each member of the learning group, the assignment of group and of individuals, the need for feedback, and so on. (K. Nagy, 2015, I.)

In conclusion, nowadays we are aware of the importance and necessity of different measurements at European level. Measurements are essential for understanding an individual's needs, prior knowledge, experiences, competences and attitudes. At the same time, we must not forget those who enter the world of education with special needs. Most of the disabilities are known from expert opinions that include diagnoses, however, there are a significant number of students who have some kind of learning disability, but their difficulties and underperformance are yet to be discovered. In their case, methods that show their strengths and weaknesses can be of great help in identifying areas for intervention and development. After all, those with learning difficulties and disabilities are one of the most vulnerable target groups in terms of early school leaving.

This module presented three good practices that contribute to reducing early school leaving. It is important to note that none of the methods described provide a diagnosis, there is only guidance, feedback on the individual about their characteristics, knowledge, competencies by the use of this information.

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GOOD PRACTICES AND TOOLS

Classroom management with a democratic angle as a method to maintain motivation and success for students in school

There has been many studies according classroom management and how to involve students in order to develop a motivating learning community. A Campbell systematic review examines **the effect of multi-component teacher classroom management programs on disruptive or aggressive student behaviour and which management components are most effective**. The review summarises findings from 12 studies conducted in public school general education classrooms in the United States and Netherlands. Participants included students from Kindergarten through 12th grade. (First published in 24 June 2011).

Executive summary/Abstract from the review

“Disruptive behavior in schools has been a source of concern for school systems for several years. Indeed, the single most common request for assistance from teachers is related to behavior and classroom management (Rose & Gallup, 2005). Classrooms with frequent disruptive behaviors have less academic engaged time, and the students in disruptive classrooms tend to have lower grades and do poorer on standardized tests (Shinn, Ramsey, Walker, Stieber, & O'Neill, 1987). Furthermore, attempts to control disruptive behaviors cost considerable teacher time at the expense of academic instruction.

Effective classroom management focuses on preventive rather than reactive procedures and establishes a positive classroom environment in which the teacher focuses on students who

behave appropriately (Lewis & Sugai, 1999). Rules and routines are powerful preventative components to classroom organization and management plans because they establish the behavioral context of the classroom by specifying what is expected, what will be reinforced, and what will be retaught if inappropriate behavior occurs (Colvin, Kame'enui, & Sugai, 1993). This prevents problem behavior by giving students specific, appropriate behaviors to engage in. Monitoring student behavior allows the teacher to acknowledge students who are engaging in appropriate behavior and prevent misbehavior from escalating (Colvin et al., 1993).

Research on classroom management has typically focused on the identification of individual practices that have some level of evidence to support their adoption within classrooms. These practices are then combined under the assumption that, if individual practices are effective, combining these practices into a package will be equally, if not more, effective. Textbooks are written and policies and guidelines are disseminated to school personnel based on these assumptions. Without research that examines classroom management as an efficient package of effective practices, a significant gap in our current knowledge base still exists. Understanding the components that make up the most effective and efficient classroom management system as well as identifying the effects teachers and administrators can expect from implementing effective classroom management strategies represent some of these gaps. A meta-analysis of classroom management which identifies more and less effective approaches to universal, whole-class, classroom management as a set of practices is needed to provide the field with clear research-based standards.

This review examines the effects of teachers' universal classroom management practices in reducing disruptive, aggressive, and inappropriate behaviors. The specific research questions addressed are: Do teacher's universal classroom management practices reduce problem behavior in classrooms with students in kindergarten through 12th grade? What components make up the most effective and efficient classroom management programs? Do differences in effectiveness exist between grade levels? Do differences in classroom management components exist between grade levels? Does treatment fidelity affect the outcomes observed? These questions were addressed through a systematic review of the classroom management literature and a meta-analysis of the effects of classroom management on disruptive or aggressive student behavior.

Twelve studies of universal classroom management programs were included in the review. The classroom-level mean effect size for the 12 programs was positive and statistically significant ($d=.80$ with an $ICC=.05$; $d=.71$ with an $ICC=.10$; $p<.05$). Note that cluster adjustments were required due to differences in reporting measures between classroom level outcomes and individual student level outcomes. The resulting effect sizes index classroom-level differences and cannot be compared to the typical student-level effect sizes commonly

reported in the literature. Due to a lack of power to detect heterogeneity and lack of information reported in the studies reviewed, only the first research question could be addressed.

Teacher's classroom management practices have a significant, positive effect on decreasing problem behavior in the classroom. Students in the treatment classrooms in all 12 studies located for the review showed less disruptive, inappropriate, and aggressive behavior in the classroom compared to untreated students in the control classrooms. The overall mean classroom effect size of either .80 or .71 indicates a positive effect that significantly impacts the classroom environment. To put our classroom-level mean effect sizes into a comparable format with the more typical effect sizes, we back-transformed our mean effect sizes using the original adjustment formulas (Hedges, 2007). Thus, the classroom-level mean effect sizes of .80 and .71 are roughly comparable to student level effect sizes of .18 and .22 for ICC=.05 and ICC=.10, respectively. Teachers who use effective classroom management can expect to experience improvements in student behavior and improvements that establish the context for effective instructional practices to occur.”

These studies and results are very useful. For example, in the Danish school system, the strong democratic tradition and culture leads to an adjusted practice when it comes to Classroom management - it has to be more than discipline/disciplin and systematic practical structures. Many schools work with programs, that involve students and parents in order to create common social rules, values and agreements about behavior, social interaction and learning environment. The aim is to **develop and support student responsibility and democratic personal skills**. Furthermore there have been Danish projects focusing on the teacher's behavior towards students and narratives about classes. These projects has shown the importance of the teacher's relational competence and the way the teacher talks about the class as a group and the students individually. **Taking the students view and perspective is powerful**, when it comes to “problem classes” and “problem students”. Together with a strong and appreciative leadership from a teacher using the structures from Classroom management, the effect on students participation, engagement, learning and well-being in class has shown to be significant.¹⁴

¹⁴ To know more :

<https://onlinelibrary.wiley.com/doi/full/10.4073/csr.2011.4>

Teacher classroom management practices: effects on disruptive or aggressive student behavior
Regina M. Oliver, Joseph H. Wehby , Daniel J. Reschly - First published:24 June 2011

<https://www.folkeskolen.dk/510964/ny-forskning-klasseledelse-virker>

“Folkeskolen/Puplic School” Danish magazine for teachers, april 2012: “New research – Classroom management works”

<https://www.folkeskolen.dk/1842789/stop-fortaellingen-om-lorteklasseer>

Democracy and Student involvement in Denmark

The schools should prepare students for a life with freedom and democracy.

In smaller grades

Even in the smaller grades Danish school children have influence on their everyday lives at school. There are numerous examples of this:

- Children have a say in how rooms are decorated, especially if these rooms are recreational. Even from the smallest grades, children will get a say. Involving children in these processes not only teaches them the value of participation. But they are also more likely to keep the rooms and areas in a good condition and prevent destruction of property.
- Danish schools often plan weeks with non-formal learning, where teaching activities are of a more creative or playful nature. In these weeks, children will be allowed to make suggestions and choose what activities, they prefer. Teachers will have the final say and the task of making the practical arrangements but will listen to the students wishes.

As the students get older, they will have more and more say in their schoolwork. When students reach grade nine and they need to take their exams, they have a say in which topics will be chosen for examination.

Student Council

By law all Danish schools must have a student council for all pupils in grades 4-9. The school must assign a teacher to work with the student council as their secretary and coordinator. Most schools divide the council into the younger one (grades 4-6) and the older one (grades 7-9). The student council chooses its own president who runs the meeting. The president gets a seat on the school board (often the student council has two or more seats) and has an equal vote with the adult members in all cases, except cases concerning staff and other personal issues, where you need to be 18 to sign a non-disclosure agreement. So when it comes to approving the schools budget or making the pedagogical profile for the school, the student council's board members are on equal footing with all other members.

The student council is entitled to its own post on the budget. The budget sum can be zero, but it should appear in the budget. If the student council earns its own money on bake sales, selling

“Folkeskolen/Puplic School” Danish magazine for teachers, may 2020: “Stop talking about bad classes”.

lottery tickets or throwing a school dance, the money is theirs and cannot be touched or used by school management.

The student council should be involved in all decisions concerning the lives of the students and the atmosphere of the school.

- In some places the student council helps with decoration and interior design
- Some schools give the council responsibility over one or more events such as school dances, sports or activities day etc.
- They should help create policy concerning health, well-being, anti-bullying etc.

The student council should also be able to set their own agenda. If there are issues that concern the students, the school's management should hear them. In later years in Denmark, climate change has become an important issue for the young. Student councils are now asking the schools to do more for recycling, reducing the use of paper or water, have more sustainable heating and electricity etc.

The Joint Student council

In Denmark all school children are organized in the NGO "Danske Skoleelever" (Danish school pupils) who speak on behalf of the 500,000 pupils in Denmark. The president is elected for a year at a time and is usually a 15-16-year-old who has just finished 9th grade. All of the volunteers at their headquarters in Aarhus is the same age and they have very few adult staff.

If a Danish municipality wishes it, they can sign a charter to become a student friendly municipality. By doing this they agree to create a joint student council where student council members from all the schools in the area sit. The joint council has a coordinator who helps them with meetings, transport etc. The joint student council meets usually once a month and discusses issues that concern all the schools. In the last few years, the issues in Nyborg have been:

- Climate change and environmentalism
- More movement during school hours
- More focus on practical skills in schools
- Implementing a new school reform

The joint council can meet on the various schools in the area to see how the other schools are driven and take inspiration home. There is often also a point on the agenda where students

from the schools exchange ideas and tell of their local activities. The city council – or the appropriate committee – must also meet with the joint council at least once a year and listen to their ideas and suggestions. The council may also send proposals to the Danish parliament and the Minister of Education. The joint council is also used by the local government for hearings concerning health, wellbeing, schools and other issues that may concern the youths. The contact person should be mindful not to take over the council. They should elect a president who should lead the meetings and speak in public for the council. It is also a good idea to serve lunch or have cakes and candy at the meetings to create a welcoming atmosphere.

Personal, but not private – how to use yourself in relations

The tone in Danish schools is very informal. Students call their teachers by their first names and may even use pet names for a favourite teacher. There is no dress code for teachers in Denmark. During summers most teachers will come in shorts or a short skirt and t-shirts. Danish teachers do this because they believe the personal relationship is the most important part of their jobs. If they want their students to be open about their lives, then the teachers should do the same – to a degree. The idea is that teachers should be personal, but not private.

Most Danish students know a lot about their teachers. They know if they are married and often know the name and job of the spouse. They know what the teacher likes to do in his or her spare time and know if the teacher has children. Most teachers will share positive stories from their everyday lives like

- My daughter graduated school yesterday
- We had my wife's 50th birthday this weekend
- We just got a new dog in the family. It's so cute.

This also means that sometimes a teacher will need to share sad news from his or her personal life. Most teachers will be open with their class if a parent dies or they go through a divorce, but not share intimate details of either. Most classes would write a card or send flowers to a teacher on such an occasion.

When using **Hofstede's Cultural Dimensions theory**, Denmark has a very low power distance. As a people we don't like our leaders to appear superior to us. This is also true in schools. Most students prefer a teacher who is on their level and treats them like an equal. The teacher's authority comes from his or her knowledge of the subject and of teaching, but they shouldn't appear as a figure of authority. It is a narrow line to walk between having a

natural authority but still being equal to the pupils in most things, but most Danish teachers find through years of experience.

ASSESSMENT OF THE MODULE

1. **Discussion on** segregation, integration, inclusion terms
2. **Team work:** 4 persons group (in international context: 1 from every nation; in national context : 1 from every organization) – Discuss your nation's term for special educational needs, learning limits. What are the similarities and differences between the other terms?
3. **KIP – teamwork:** Write minimum 5 open-ended tasks!
4. **Try a KIP lesson!** You will need a main topic, open-ended tasks and individual tasks

OR

5. **Make your own individual student map.**

More tasks:

Collect good practises, measurement methods for learning about the learners from your country! Write a short report about it, present method, elements, metrics and how can we use it. Please mark the references.

MODULE 3: IDENTIFICATION OF YOUNG PEOPLE IN DIFFICULTY

Objectives :

- To find and identify vulnerable young people at risk of dropping out of school;
- Identify indicators that can be used to detect learning difficulties or disabilities;
- Implementation of actions to be taken;
- Discover several phases of the process of identification of pupils in difficulty;
- Discover different tools for identifying weak pupils;
- Discover different tools for finding and identifying pupils in difficulty;
- Create a system for identifying and supporting vulnerable pupils.

Content :

- Identification of early school leavers (signs, factors)
- Identification process
- Key areas for implementation
- Assessments to identify the degree of difficulty
- Case study: French example

INTRODUCTION

All studies show that the causes for early school leaving are no longer linked solely to economic factors as was once thought to be the case, but for a multitude of factors (personal, family, social and school reasons). It can start at any period of schooling and the first signs can be seen in the early years of schooling, with insufficient schooling at entry to secondary school for more than half of the early school leavers.

Analyses also indicate that the likelihood of dropping out of school is primarily associated with individual behaviour in the younger age groups, and with a combination of academic factors in the older age groups.

So how can these be useful to us for putting in place an effective and necessary prevention policy from a very early age? To what extent is it possible to locate and identify weak pupils at risk of dropping out?

3.1. Identifying young people at risk of dropping out

When studies show that the process starts very early and that it can take root as early as elementary school for some pupils, it means paying attention and responding to the early signs of dropping out as early as possible.

Spot the predictive signs.

From the very beginning of a young person's schooling, it is important to be attentive to pupils with academic difficulties and/or pupils with behaviour which is a cause for concern. It could be a lack of motivation, anxiety or 'phobia of school'. We should also be attentive to hyperactive pupils or on the contrary introverted pupils who are withdrawn at school. Pupils who show a lack of interest in what is done in class or who repeatedly show violent behaviour. The sometimes negative image of the school given to them by their parents and their relationships with the school are indicators to take into account. Although not all signs are necessarily the beginning of the process of early school leaving, it is important to be vigilant and then to adopt an appropriate response.

Different keys to analysis.

Indicators that can be make it possible to detect learning difficulties or disabilities.

Some are directly **related to learning**:

- difficulties with the written word,
- difficulties in reading and understanding,
- barely legible handwriting,
- disorganised work or notebooks,
- a great disparity between oral skills and written results.

Other indicators are related to a **lack of availability** of pupils:

- when there are attention span issues,
- when memorisation is difficult or unstable,
- when they are extremely tired or, on the contrary, excessively excited,
- when the child is slow to carry out tasks
- when the child suddenly becomes demotivated.

Sometimes **inappropriate behaviour** can be noticed:

- unusually aggressive attitude,
- poor respect of social codes,
- difficulty communicating,
- inability to sit still.

Some pupils may also face **organisational problems**:

- difficulty in managing their equipment (loss, dropping, rapid deterioration),
- looking after their notebooks,
- using equipment (holding a pen, using a ruler etc.).

3.2. Key areas for implementation

The identification should be carried out by all members of the educational community from the first years of schooling up to secondary school without a break between the different structures.

These are **actions to be implemented**:

- Enable members of the pedagogical and educational team to identify pupils at risk and to do so, coordinate and share information on these pupils as early as possible.
- Coordinate and link all existing aids, partners and measures for a pupil during regular meetings (dialogues, educational teams, bridge links between levels and structures etc.).
- Enable members of the pedagogical and educational team to acquire common tools and training (on warning signs, psychological development of pupils etc.).
- Get to know the families and build relationships with those furthest from the school system. Involve them in the life of the institution (discussions, conferences on health, screens, course paths, workshops to discover different professions).
- Vary and propose concrete learning situations (motivation sessions and different ways of learning).
- Look after and improve the physical environment of pupils and staff.
- Maintain a good school atmosphere (rules, teamwork, friendly moments).
- Develop and guide pupils in differentiated courses.
- Relationship education (creating relationships, managing emotions, developing initiative and responsibility, autonomy. Developing self-esteem, confidence, self-worth).

3.3. Identification process: example of identification

The observation is done in several stages and often different people are involved.

This identification of pupils in difficulty often begins at the beginning of the school year with an inventory of the different profiles of a class.

- **First phase: classroom observation**

This corresponds to a phase of observation of the pupils' achievements by the teachers in their classes. It also corresponds to diagnostic assessments carried out at the beginning of the year by all teachers. Their objective is to provide a set of tools available to teachers to assess the strong points on which to build learning progression and the weak points, which are signs of their pupils' difficulties. These assessments enable teachers to identify potential difficulties for individual pupils to develop strategies to help them overcome these temporary or more permanent difficulties. This is the starting point for differentiated practices later in the class.

- **Second phase: consultation for cross-analysis**

Each case identified and discussed in special meetings. This is a consultation that brings together class teachers and specialised teachers. They bring their expertise on specialised help and a cross-sector vision. They help in the analysis of the different situations mentioned, in the identification of the special needs of the children and in the different possible solutions to be put in place to help pupils in difficulty. They can come and observe in class.

It is also possible to ask for a summary meeting to be held (presence of a psychologist) to talk about a particular child or children. This meeting could be an additional element of help and analysis, a different look that sheds new light on keys to analysis.

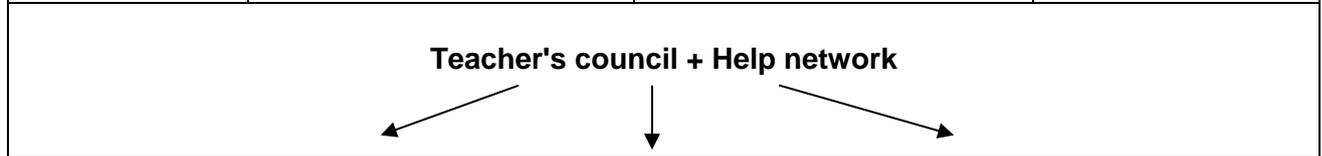
Following these different phases, we can identify the profiles of children in difficulty at school and the help to be set in motion:

Possible diagram of the follow-up of a pupil: comprehensive care

IDENTIFICATION OF PUPILS IN DIFFICULTY		
	In the classroom	Outside the classroom
Teacher	Identification of pupils in difficulty. Educational differentiation Continuous evaluation 	
Help network	Observation of pupils identified by teachers at their request. Assistance in determining pupils with disabilities.	Consultation between the teachers in class meeting and the help network. Analysis of their skills and the difficulties they encounter, definition of the most appropriate type of assistance. Possibly, prevention approach (observation groups in pre-school)
Family		Contact, information Mediation if necessary through the help network

IDENTIFICATION OF DIFFICULTY

One-off or simple difficulties	Persistent difficulties	Disability
---------------------------------------	--------------------------------	-------------------



	In the classroom	Specialist help	Centre for independent living
Teacher	Personalised help Educational differentiation Co-teaching Refresher courses Personalised programs	Request for help	Monitoring and schooling team (with responsible teachers)
Help network	Specialised assistance project	Additional investigations: psychological assessment, clinical and psychometric examinations Specialist teachers' consultation Specialised assistance project	

Family	Personalised program	Personalised program Involving parents in the project Educational teams	
MANAGEMENT OF PERSISTENT DIFFICULTY			
	In the classroom	Help network	Outside the school
Teacher	Personalised help Refresher courses Co-teaching Educational differentiation Personalised program		
Help network	Specialised aid with co-intervention	Additional investigations, Specialist help Psychological assessment, clinical and psychometric examinations etc.	
Health centre or Private assistance			Speech therapists, psychomotor therapists, early medical reception centre (0 to 6 years old) Paediatric psychological medical centre Consultation with professionals (doctor, psychologist etc.)
Family		In consultation with parents Partnership	Family responsibility
Social partners			Social services

3.4. Assessments to identify the degree of difficulty

Assessment : “Assessment consists of providing useful information to highlight a decision made”, but it is also an “act which consists of making a value judgement based on collected

information on the development or results of a pupil, with the view to making a decision.” (René Amigues)

Different types of assessment Diagnostic assessment

WHEN?	WHY?	HOW?
At the beginning of training	<p>Enables the needs of pupils to be identified (in terms of level of knowledge)</p> <p>Enables a suitable solution to be suggested where there is a gap in knowledge</p>	<p>Assessment log</p> <p>Exercise created using assessment criteria from the previous level</p>

Different types of assessment Formative assessment

WHEN?	WHY?	HOW?
At the end of the learning period	<ul style="list-style-type: none"> - Enables the learning made and any remaining difficulties to be identified - Informs the pupil and teacher of the level attained - Means that a form of remediation is offered - Linked to teaching for success 	<ul style="list-style-type: none"> - Short oral or written assessment at the end of the course or level

Different types of assessment Summative assessment

WHEN?	WHY?	HOW?
<p>At the end of the training period</p> <p>A type of overall assessment</p>	<ul style="list-style-type: none"> - To check whether the pupil has achieved the objectives fixed - Enables the pupil to see where they are in terms of their own level, the rest of the class, or the course <p>For the institution (family, grade on the school report)</p>	<ul style="list-style-type: none"> - The pupil must have behaviour which can be observed, highlighting learning and specific skills defined by the benchmark - Homework, classwork, exams etc.

Different types of assessment

Assessment by certificate

WHEN?	WHY?	HOW?
IN A ONE-OFF EXAMINATION	To check whether the pupil satisfies all of the requirements of the benchmark	In accordance with the examination rules
DURING TESTS THROUGHOUT TRAINING	To check whether the pupil has learned all of the skills expected	The tests can be held by the teacher

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2014. Direction des services départementaux de l'éducation nationale de la Côte d'Or - Aider et accompagner les élèves en difficulté de comportement.

Rondard, M. (2017). Repères pour l'aide aux élèves à besoins éducatifs. GTR-ASH/ Pays de Loire.

GOOD PRACTICES AND TOOLS

Identification of pupils in difficulty or fragil pupils

GENERAL PROFILE :

We can define a degree for each item and thus define a profile that is not fixed but based on analyzes and remedies.

	1	2	3	4	5
Tidiness and care	Extremely messy	Muddled	Only some things neat	Tidy	Very tidy
Organisation of work	Never clearly envisions what the end result is to be	Only plans work in the short term.	Moderately organised	Able to decide on a method and apply it	Organises everything they do in a very methodical way
Observation skills	Never sees or hears anything that happens around them	Only roughly sees what is happening, even for something which interests them	Observes what interests them	Observes in a quite detailed manner something that interests them	Hears and sees everything that is going on around them.
Attention	Can't pay attention to anything	Pays attention to selected tasks for a very limited time	Only pays attention for an average time period to tasks that interest them	Pays attention for an average time period to all the tasks that are given to them.	Very attentive for long periods of time for all tasks
Psychomotor stability	Cannot stay in one place	Unable to stay still for long periods of time	Stable, except in the case of events disturbing the routine	Usually stable even in the case of minor external disturbances	Very stable
Dexterity in common situations	Cannot touch an object without dropping it	Clumsy	Gestures generally satisfactory	dexterous	Very dexterous
Motor speed	Slow movements	Quite slow movements	Quite fast movements	Fast movements	Very fast movements
Perseverance	Abandons a task in progress	Pursues a task provided that they are encouraged	Able to make limited efforts on their own	Makes an effort for quite a long time	Very persistent

	1	2	3	4	5
Spoken language	Does not speak (inability to speak)	Speaks little (very short sentences) or rarely	Speaks in fragments	Expresses themselves willingly but confusedly	Expresses themselves easily and correctly.
Written language	Writes simple words or sentences	Is able to write several unconnected sentences	Can write several connected sentences	Uses a detailed and rich vocabulary	Is capable of imagining a constructed narrative, of thinking of ideas themselves
Spelling	Cannot copy words without mistakes	Cannot copy a sentence without mistakes	Writes phonetically	Writes correctly but makes vocabulary/grammatical mistakes	Mastery of common spelling and grammar
Reading	Only recognises a few simple phonemes.	Hesitant syllabic reading and uncertain comprehension.	Fairly fast syllabic reading and average comprehension.	Slow reading but good understanding.	Fluent, fast reading and very good comprehension.
Numeracy and calculation	Can count steadily and accurately from 0 to 5	Can count steadily and accurately from 0 to 10	Counts steadily and accurately, reads, writes, puts in order and compares from 0 to 20. Can add up.	Counts steadily and accurately, reads, writes, puts in order and compares from 0 to 60. Masters tens and units. Adds and subtracts	Counts steadily and accurately, reads, writes, puts in order and compares from 0 to 100. Masters hundreds/dozens/units, addition, subtraction, multiplication.
Problem-solving	Does not understand a simple problem	Understands the question but cannot solve the problem	Understands the question and solves the problem incorrectly (sum choice, numbers, etc.)	Understands the question, solves the problem incorrectly (illogical response) and cannot explain their method.	Understands the question, solves the problem correctly, can explain their method and check their answer.

PERSONAL AND SOCIAL BEHAVIOUR:

	1	2	3	4	5
Mood stability	Mood changes for no reason	Mood sensitive to the slightest influence	Significant sensitivity to disturbances.	Mood generally stable	Stable mood despite any disturbances
Integration into group	Very individualistic, destructive	Little team spirit, unhelpful	Some team spirit	Good team spirit, makes a useful contribution to group work	Finds any way to be useful to the group
Initiative-taking within the group	Lags behind, passive, Difficult to motivate	“follows“	Gives ideas without carrying them out.	Suggests tasks and leads the group from time to time.	Most frequently in a leadership position.
Discipline	In complete opposition	Opposition depending on mood	Satisfactory discipline	Good participation	Voluntary and thought-out acceptance.

HUMAN RELATIONS:

	1	2	3	4	5
Submission/domination of classmates	Total submission to others	“follows“	Gives ideas from time to time	Gives ideas and tries to get them accepted	Often dominates others by imposing their point of view
Aggressive towards classmates (desire to defeat, destroy)	Very negative aggression (against self or others)	No aggressiveness	Quite aggressive	A little aggressive	Healthy aggressiveness
Acceptance by others	Complete rejection from classmates.	Rejection by a fairly high proportion of pupils.	Rejection by 1 or 2 subgroups or half of the pupils.	Rejection by 1 or 2 classmates.	No indication of rejection.
Degree of attachment to classmates	Not at all sought-after by others.	Is very little sought-after	Is sought-after by some classmates	Is sought-after by quite a few classmates	The pupils in the class can't do without them.
Communication with classmates.	Ignores others (withdrawal, lack of desire to communicate).	Rarely pays attention to others.	Often interested in what others say and do.	Cooperates with others	Wants to cooperate with others.
Submission/domination with teacher	Very submissive	“follows“	Gives ideas from time to time.	Gives ideas and tries to get them accepted	Imposes their point of view

Aggressiveness towards teacher	Very high level of aggression.	No aggressiveness	Quite aggressive	A little aggressive	Healthy aggressiveness
Seeks attention from teacher	Tries not to draw attention to themselves.	Tries to attract attention by calling out with irrelevant comments.	Doesn't try to attract a lot of attention.	Adopts behaviour showing they seek affection (looks, gestures).	Tries to adapt as best as possible to school to meet the teacher's expectations.

ADAPTATION TO SCHOOL LIFE:

	1	2	3	4	5
Pace of work	Very irregular	Always works in fits and starts	Works in fits and starts but with more regularity	Very stable	Extremely stable
Interested	Total disinterest	Very fleeting interest	Interest in some activities	Suitable interest in all activities	High interest in everything.
Initiative	No initiative, very passive	Some rare initiative	Has ideas but which do not always result in achievements	Good initiative completed for certain activities	Ability to fully organise work
Gets tired easily	Abandons a task in progress	Pursues a task provided that they are encouraged	Able to make limited efforts on their own	Prolonged effort over time	Very persistent
Anxiety	Paralysed by anxiety	Anxiety seriously hinders success, often breaks down	Anxious but manages to control it when made to feel that they can succeed.	Anxiety only appears when there are real difficulties.	Calm before the task to be accomplished.
Inclusion in the real world	Frequent tendency to daydream, to isolation, seems to live in a world of their own.	Invents (describes imaginary work as real without necessarily intending to deceive).	Tends to come back to the same subject over and over again in work (texts, drawings, etc).	Physical manifestation (presents physical symptoms caused by psychic factors: trembling attacks, vomiting, motor instability)	Doesn't seem that their imaginary life (conscious or unconscious) monopolises them, adapts well to the life of the group.
Autonomy No. 1	Needs an adult's presence to	Often asks an adult's help to perform a task	Provides only the material necessary to	Organises themselves on their own for certain tasks,	Manages their work alone (material, time,

	accomplish a task		accomplish the task	activities or subjects.	spatial organisation).
Autonomy No. 2	Cannot choose	Needs an adult to choose	Fits in with choices made by their classmates	Chooses the same activities	Chooses a variety of activities on their own.

COGNITIVE SKILLS

	1	2	3	4	5
Memorisation	Difficulties in the acquisition of the automatism (immediate forgetfulness)	Immediate memory (frequent forgetting of previous learning)	More or less long term memory for something of interest to them	Satisfactory memory	Very good memory
Comprehension Thinking	Slow and unsure comprehension	Gives meaning to a simple spoken or written message (instruction)	Slow but sure comprehension	Answers questions that involve the analysis of a message	Good reasoning allowing them to adapt to new situations
Observation Analysis	Has a very low observation skills	Focuses on a few details	Many elements are observed but putting them in order is difficult	Has good observation skills and tries to put information in order	Very good observation skills and knows how to analyse well
Attention	Can't pay attention to anything	Pays attention to selected tasks for a very limited time	Only pays attention for an average time period to tasks that interest them	Pays attention for an average time period to all the tasks that are given to them.	Very attentive for long periods of time for all tasks
Psychomotor coordination	Poor movement coordination: unstable	Has difficulty coordinating vision and action	Coordinates body movements according to the rules	Good fine motor skills	Very good psychomotor coordination
Imagination Creation	Little imagination (work by repetition)	Expresses themselves	Imagination and creativity only manifest themselves in one type of activity	Is able to create by organising known elements	Is able to create works that are both personal and original
Autonomy	Needs an adult's presence to	Often asks an adult's help to perform a task	Provides only the material necessary to	Works on their own for certain tasks,	Manages their work alone: material, time,

	accomplish a task		accomplish the task	activities or subjects	spatial organisation
Language	Does not speak	Speaks little and only when asked to do so	Speaks but with pronunciation difficulties	Expresses themselves willingly but confusedly	Expresses themselves easily and correctly

Tools for identifying the type of difficulty

An "occasional" or a "persistent" difficulty? Some guidance	
<p><i>The table below - which should be used with caution can help teachers to identify pupils "not-succeeding": "pupils with <u>"occasional"</u> difficulties and pupils with <u>"persistent difficulties</u>, which have not been helped by any support measures"</i></p>	
The pupil has an "occasional" difficulty if:	The pupil has a "persistent" difficulty if:
Their motor behaviour and degree of fatigue do not particularly attract attention.	Their motor behaviour and degree of fatigue attract attention.
Their work is incomplete, clumsy, careless, but generally as expected.	Their work is incoherent, unorganised, irrelevant, and does not seem to make
They understand and partially take on board their mistakes.	They don't understand their mistakes and correcting them does not improve their performance.
They have difficulty describing rules, <u>but can still give relevant examples or</u>	They have difficulty providing examples, <u>illustrations: or what they produce is out of</u>
They are able to evaluate their progress and work.	They are unable to evaluate themselves or frequently do so negatively.
They are worried, ask for help, manage to make specific requests to that effect.	Shows anxiety, discouragement (feelings of incompetence) before even starting a task. Rarely ask for help because they don't see what use it could be to them ("There's no point in helping me, I can't do
Benefit from working in a peer group.	Often impulsive and start straight away, without making sure they understand the instructions.
More emphasis on thinking: takes the time to think before acting. Tries to understand the instructions.	Do not use thinking strategies.
Runs out of time, left behind.	Often finish work within or even far before the time given, but with a very unsatisfactory result.
▼	▼
Pupil support is the responsibility of every teacher:	Pupil support is the responsibility of the special education teacher (Individual specialised aid), <u>in addition to the teacher's assistance in class.</u>
<u>Help in class + possibly further educational activities (APC)</u>	

- Sources:
- Philippe MEIRIEU “Apprendre, oui... mais comment ?”
 - Cahiers pédagogiques octobre /novembre 97
 - Circulaires d'Avril 2002, B0 spécial CAPA-SH February 2004

Create a system for identifying and supporting fragile pupils

This system can be piloted by the head of the establishment or the “school dropout” referent. Each young person spotted must benefit from a situation interview.

The creation of a group:

- A management staff, pilot of the system;
- a senior education advisor;
- the nurse and / or the school doctor;
- the psychologist;
- the social service assistant for students;
- one or more professors;
- other institutional staff.

Group meetings allow:

- collectively analyze the students' problems;
- issuing proposals for actions in educational fields;
- make an overall diagnosis of the student's personal situation by integrating events relating to his or her life context;
- consider continuing training in patented forms or in other structures.

Modalities

a) Methods of action:

- Analyze the students' individual problems: identify the nature of the difficulties encountered and cross-reference them with the indicators;
- Provide rapid and personalized assistance: seek solutions;
- Coordinate actions: a resource person organizes, disseminates and returns information to teaching teams, families or other partners. Specific tools make it possible to keep a written record of the decisions and actions implemented for each student reported;
- Coordinate student follow-up;
- Identify any absence during the year, draw up an annual report in order to assess the various actions implemented;

b) Ethical principles

The group respects the rules of confidentiality and the protection of private life.

c) Organizational methods

After having established a frequency of meetings, each of them is organized according to preparatory work, analyzes of situations and leads according to the needs of each student.

d) Activity reports

- Monitoring of dropouts;
- Preparation of the information report on school absenteeism;
- Preparation of the activity report bringing together the evaluation elements.

ASSESSMENT

1. In small groups, with regard to this module, you will have to identify one or two students in your practices which seem to you to correspond to fragile students in a situation of dropping out.
2. Secondly, you will have to make assumptions about their profiles : signs, indicators, types of difficulties, profiles, and constructing and proposing a team remediation process.
3. The principle of restitution will be collective in order to provoke exchanges and debates.

MODULE 4: ACCOMPANIMENT AND STANCES

Objectives:

- Discover and understand the different concepts of teaching aids.
- Discover and become familiar with the different aid mechanisms.
- Understand what is meant by the term "assistance" and "accompaniment"

Content:

- Key words: let's define
- Statement of art of different modes of "help": evolution of the concept
- What is accompaniment and what is not
- Tutorial action as key element to reduce early school failure.
- Now what?: emotional state of the individual at the beginning of the tutorial action

INTRODUCTION

Preventing early school leaving means acting together as early as possible. Everyone working in education needs to work together on a common project that would enable the young person to acquire diplomas but above all to build a life project.

How does the new perspective on early school leavers and this recognised and identified drop out process change the way we deal with these pupils and transform our teaching practices?

Numerous aid schemes have been set up over the last 20 years. It is a matter of support, remediation, help (or accompaniment) with personal work, directed studies, tutoring, skill groups or need groups, refresher courses, disciplinary assistance, preparation for school certificates etc.

It is important to clarify a few notions before we continue.

4.1. Module keywords: definitions

Tutoring: This is education to catch up and a revision of academic learning. There are two possible approaches: reinforcement, which uses the same pedagogical format as the classroom, or contrast, which uses other pedagogical forms, such as play.

Remediation: This term is used to describe the act of alleviating pupils' difficulties from a "repair" perspective.

Assistance: An asymmetrical relationship between an adult and a pupil considered as a person. Help is less focused on strictly academic issues and may be provided in the form of tutoring.

The term support : This is widely used today and indicates a new situation for our school system and all of our measures. It is about "working together to learn." It is a stance that breaks up traditional school forms. This term will be discussed in detail below.

Differentiation: A pedagogical practice aimed at organising and making sure each pupil advances in the classroom at the same time, making it "pupil-centred teaching" (Feyant, 2016).

Pedagogical personalisation: Personalisation is seen as a process. This includes approaches that take into account each child as a person. The personalisation process, in school or out of school, implements educational situations that contribute to the construction of the child, of the pupil as a subject. They aim to develop their personality, their identity and their autonomy. There is a permanent dynamic of construction and adjustments with the perspective of the progression of the learning child. This dynamic develops within a reference framework common to all children. It is within this framework that the child is constructed as a member of a community but also as a person distinct from the members of that community."

Pedagogical individualisation: This is a mode of pedagogical organisation in which the pupil works in an individualised manner, according to their knowledge and needs, with the help of a work plan and instructions that enable them to carry out school tasks independently for a given period of time, with if necessary, resources that are provided to them or that they can find themselves.

The teacher intervenes to support, explain, advise, etc. Individualised work is frequently used in differentiated pedagogy, it is also a complementary method to group work in the classroom.

4.2. Assistance in school

In the classroom: organisation that promotes differentiation.

To reduce inequalities in terms of entry into learning, **pedagogical differentiation** is one of the possible pedagogical approaches. Equality is based on the recognition and acceptance of difference. Equality does not mean that everyone is "the same", but that everyone should be considered with their own talents but also with their own faults and difficulties. It can quickly drift into "egalitarianism" if this is not taken into account. Research shows that the same education for all creates differences between pupils. Likewise, offering totally individualised teaching, which forgets the collective class can create a multi-speed school which asks less of pupils who are experiencing difficulties.

Neither "whole group" teaching, exclusively in whole classes, nor "all individualised" teaching is effective in getting all pupils to succeed.

Differentiated pedagogy makes it possible to take into account the differences between pupils. It is based above all on observation (of the pupil, of their achievements), on a precise analysis of errors, of the resulting needs. This is essential work. Differentiation consists in pursuing the objectives common to all, in adapting educational action by bringing variables into play:

- **Situations, materials and instructions:** with different tasks for the acquisition of the same skill;
- **Assistance:** with the same situation, but offering **assistance** or resources;
- **The class organisation:** needs group, peer support, differentiation into heterogeneous groups, work plan, workshops.

➤ **The detached group within the class group.**

The pupils will do the same work, on the same material, with the same instructions.

What varies is the method: at the beginning of the session, the pupils who have difficulties are around the teacher while the others are alone.

➤ **Peer support.**

This is "horizontal" assistance from one pupil to another. This assistance is implemented by the helping pupil either with the teacher's agreement or at their request.

It is based on volunteering: the desire to help and the desire to be helped. It therefore requires a reciprocal agreement between the two pupils concerned.

It comes at the end of a training or exercise activity, when one pupil has finished and another is in mild difficulty.

➤ **Groups of needs, levels, skills.**

These groups are set up from time to time according to the difficulties encountered (during diagnostic or training evaluations) or the need for further study (for very good pupils). They are therefore homogeneous, changing groups. The need, level or skill group can work under adult guidance or independently. The activity given enables them to progress. Within the group, the pupils have the same task.

➤ **Mixed groups.**

These consist of a distribution of tasks to be accomplished so that each person can contribute their personal share to the collective work. Working together within the group is an objective that falls within

the scope of the social skills to be developed. Pupils are "in groups" and do "group" or "team" work. We then speak in terms of collaboration or cooperation work.

Workshops

- The class is divided into groups sat around tables, as is traditionally the case in pre-school. The practice of using workshops is often used in elementary school. The definition of workshops is limited to organisation (pupils sitting in groups at different tables), as the functioning can be very different in terms of objectives. To ensure that the workshop system is based on differentiated teaching and not on a simple rotation of the same activity for all pupils, several systems are possible.
 - **The group detached within the class group:** a directed workshop while others do an autonomous task.
 - **Mixed groups with different roles within the group:** with cooperative work in each group.
 - **Needs, level, skill groups:** pupils perform tasks chosen according to different criteria, therefore not all pupils will do the different activities, each of which serve different purposes.
- **Immediate individualisation.**
The idea is not to leave unsuccessful activities, which are within the pupils' reach without follow-up and to work on them in the next session. It is a question of making the pupil work on their own by helping them become aware of their progress, whatever their level, by comparing their work over the course of the weeks. This assistance can be individual and personalised.
- **Work plan.**
These are activities that the pupil is able to do on their own, independently, to consolidate concepts already seen and/or to acquire working methods. Not all pupils have the same needs, so each will have their own specific work. The work plan may be part of the (negotiated) contract if the pupil is required to commit to tasks to be completed within a defined time. This work plan can be individualised but also personalised.

Co-teaching or working with several teachers.

Co-teaching consists in sharing the same space and time with at least two teachers. Teachers are jointly responsible for the learning objectives to be achieved. They co-observe, co-produce and co-analyse their respective practices. Co-teaching does not need to be applied all the time and can be used within the same cycle.

E.g.: Co-teaching: in the same class, two teachers teach at the same time, or one teacher teaches while the other provides occasional help, or both teachers help pupils who request help; pupils benefit from the two different ways of presenting content. It is no longer an approach to correcting difficulties but an upstream, qualitative approach aimed at improving the quality of education offered to all pupils.

Out-of-class assistance.

Out-of-class assistance concerns remedial help and support in small groups. The premise is that learning in small groups can promote pupil success through increased teacher attention.

Possible support in small groups:

	Personalised assistance	Additional educational activities
Date	Start of academic year 2008	Start of academic year 2013
Annual duration	60 hours	36 hours
Time	1.5 hours per week, reserved for pupils in difficulty, parental agreement necessary	1 hour minimum per week per teacher, but pupils may do different additional activities when there is a wide range of choice. Parental agreement necessary.
Public concerned	Pupils in difficulty	Pupils in difficulty but also pupils needing specific support for homework, pupils who could or wish to benefit from these activities.
Educators	Teachers	Teachers, but also different educators who can help with the needs identified: parents, teaching assistants, partners.
Aims	Support pupils with specific difficulties	Personalised support which helps the pupil with their specific needs: <ul style="list-style-type: none"> - Methodological support or help with homework - Support, revision, explanation of ideas covered or help with ideas before they are taught in class to help the most vulnerable pupils - Project-based learning extending the work done in class
Challenges	Bring all pupils with difficulties up to the same level by offering them revision or support.	Reduce inequality by using differentiated tasks for pupils: inequality in terms of homework, mastering basic learning

4.3. What is accompaniment and what is not

The challenges are very high in terms of having a balance between schooling for all without exception and the desire to offer a personalised curriculum.

Numerous aid schemes have been set up over the last 20 years. These offer support, remediation, help (or accompaniment) with personal work, directed studies, tutoring, skill groups or need groups, refresher courses, disciplinary aids, preparation for school certificates etc.

The central question today is to define the extent to which our classroom teaching practices, our school and college organisations can today enable remedial action to be taken for pupils in difficulty and support to be provided for all.

The word accompany shares its roots with *companion*, with its origin in the Latin word «*cumpanis*» (*cum*: with, *panis*: bread), in the sense of «eating from the same bread».

The origin of the word let us confirm that the accompaniment has a deep relational nature, which in education is translated into the **relationship established between teacher and student through the link created between them.**

This relationship can only be created through **active listening and appreciation.** This first and fully altruist welcome activity lets the student feel comfortable in the relationship with their model (teacher, mentor, etc.), but it does not mean lack of care or permissiveness at all on behalf of the adult. On the contrary, understanding the situation is the pillar by which the foundations of mutual respect will be laid, on which later a productive relationship that will enable the promotion of drivers of change in the youth in an agreed and assertive manner will be built.

Hence, special care must be taken to establish a relationship far from particularly authoritarian or permissive profiles. The relationship should be balanced and combining a requirement level consistent with the individual's potential, on the one hand, **being aware of their personal status, and, on the other hand, enabling the definition of a joint work plan**, both realistic and based on the individual's own commitment. In this way an intrinsic motivation is ensured, which is key to achieve successfully the agreed plan.

In this sense, by all means giving into wrong stances due to prejudices or suspicions must be avoided (quite difficult in schools), requiring a blind obedience on any type of request, however unrealistic and excessive. This attitude from the accompanying person will bring forth two opposite and harmful attitudes in the individual: Dependence and self-doubt blocking the individual development out, or a constant and conflictive resistance, equally limiting (Colomer, 2011).

Likewise, falling on the other side should also be avoided. An excessively permissive relationship excusing repeated infringements on individual's circumstances and not very demanding on any acquired commitment promotes the avoidance of problems by the individual, who will delegate them to the guidance counselor. This attitude, as in the previous case, is also limiting and not very productive for the individual development because it frees them from assuming responsibilities and lets them excuse their failures due to external circumstances (Colomer, 2011).

In sum, an efficient accompaniment relationship must be based in the mutual respect, regarding the youth as the single leading actor of their process, promoting their thinking, encouraging the identification and becoming aware of their situation, and boosting an objective decision-making process. To this effect, the guidance counselor should not give answers or provide simplistic or unrealistic solutions, but rely on asking questions that, through planned action, **let the individual make the starting point clear, think of active and constructive alternatives, identify and confirm possible solutions, and plan actions** for the achievement of their personal objectives.

Moreover, this kind of relationship promotes the creation of a trusted environment in which youths can find the references they need to be guided through their growth and personal development process. In this sense, when we talk about accompaniment, we are not talking about an individual support in cases of special learning difficulties or the resolution of conflicting situations, but we refer to a planned process to be delivered throughout all educational stages, in a tailored manner and with the goal to prevent those difficulties and conflicts, as far as possible.

Finally, this accompaniment process cannot be solely reduced to the construction of knowledge or the provision of educational reinforcement wherever shortcomings are detected, but it also must **target to develop the competencies underlying the whole development of the individual** in order to function successfully in the different settings in which they must interact. To make it possible, the accompaniment must be youth-centered and guide them in their self-awareness process, in the construction of self-esteem enabling them to develop healthy relationships, and in the strengthening of their commitment to the learning process and the achievement of their goals.

The following list covers **the basic items for the accompanying person**:

Knowing **the organizational dynamics** that structure their fulfillment and the available resources in schools;

Knowing **the characteristics of the youth** to be accompanied: life moment, interests and expectations, cultural environment, way of processing information, needs

Knowing **the environment of the intervention**: sociocultural context, evolution of society, academic and professional potentials

Having **several techniques** and being able to identify the most appropriate ones to achieve the goals.

Only by knowing comprehensively these four items, the guidance counselor (mentor, teacher, etc.) will be able to establish an efficient accompaniment relationship enabling the youth to fully grow in all facets of their life, as well as the development of self-management competencies for their lifetime project.

4.4. Tutorial action as key element to reduce ESL

Since the first definition of tutorial action in the provisions of the Spanish General Law on Education in 1970, it is, according to this definition, the space where the accompaniment plan is delivered described so far, but its conceptualization and significance has changed a lot over time.

Even though its goal has always been contributing to the academic success of each student covering their particular needs and characteristics, the specifications on how this can be achieved has been more and more detailed. Therefore, even though previously the sole responsibility of the tutorial action was on mentors and their action was limited to some tailored tutoring spaces supporting the academic performance, now the factors at play and the implications in their performance are much more complex.

To be able to analyze this complexity, our starting point is the description of features that must include a tutorial action to be effective and thus turn into a driving factor into reducing the ESL.

Inclusive and sustained: it must be provided to all students, without discrimination, and not only to those under difficult circumstances. Also, it must be present throughout all schooling stages.

Pre-emptive: the goal is not sorting out solutions but providing youths with tools that can be used to foresee problems and make the resources available, whether own internal or external, enabling them to avoid the problem or, if deemed unavoidable, confront as quickly and efficiently as possible.

Tailored: it must be a tailored attention space in which the link with each student can be boosted, in order to detect their true needs and apply personal growth strategies accordingly and adjusted to the individual's specific needs. The significance of this strategy is crucial in groups whose members, without this kind of intervention, would end up experiencing ESL.

Motivating: the mentoring process must allow youths to develop self-management competencies of their own academic and professional project. To this effect, the mentor support cannot be limited to making decisions in timely moments, but it must allow youths to acquire the needed tools to define their own goals and be able to create and assess the improvement plans needed to achieve them.

Cooperative: mentors, despite being the coordinators and promoters of the tutorial action, are not the only people in charge of its proper implementation. The guidance department, external support services, faculty, families, community actors, etc., are critically important agents that must get involved to successfully achieve the goals, specially in cases with more complex personal and family situations which mostly end up in the lists of early school failure.

Comprehensive: the tutorial action cannot be limited to an accompaniment related to a successful academic performance, but it must cover the different dimensions that are part of the students' development. To this end, the mentorship action must cover four main areas of intervention:

- **Support in the learning processes**, to develop learning techniques and habits in the youth, and gather information to customize teaching strategies according to the students' needs.
- **Attention to diversity**, for educational support and reinforcement to students with learning difficulties due to several causes (emotional, cultural, special education needs, etc.)
- **Personal development**, to accompany in the process of identity building through self-awareness, development of social competencies, promotion of a critical mind and personal independence. All these items help youths to function in different settings (family, society, labor, etc.)
- **Professional guidance**, so that youths can identify relationships between their individual features, interests, values, etc., and the possible academic and professional itineraries, providing them with the tools for making decisions and promoting the competency with self-management of their own professional project.

In sum, it is essential to provide professionals with the needed technical (expertise, methodologies, strategies, etc.) and material resources (available time, tools, etc.) to face the challenge of defining student-oriented tutorial action plans focused in their needs, planned collaboratively with the individual, with the definition of appropriate goals and the creation of a realistic itinerary and, above all, based in a respectful and committed relationship enabling the youth to be the actor of their personal growth process.

In this sense a boost in the intrinsic motivation of the student with their learning project is ensured, as well as an improvement in their academic results. This improvement will promote the reduction of ESL in a significant portion of students currently suffering it.

4.5. Now what?: emotional state of the individual at the beginning of the tutorial action

Instability may be one of the main features of our time. The ongoing and sudden changes to which we are exposed provoke instability and a sense of powerlessness that inevitably have an influence in all the settings of our lives. While this is the case for adults, in teenagers the effect is multiplied. WHO states that «it is one of the most important transition stages in the life of a human being, characterized by a fast-paced growth and change rate, second only to the one lived by infants». Hence, the feeling of hopelessness in our teenagers should not be a surprise.

On the one hand, biological and psychological changes inherent to this stage make the young experience the transition to their adult life through an unavoidable emotional instability. On the other hand, their models are constantly falling: families are torn apart; parents can lose their job; what yesterday was a novelty, today is old fashioned; moreover, globalization and virtual environments,

with more presence in their lives every day, contribute to a distorted perception of reality based on the illusion that everything is possible to the point that they have problems understanding what is «truly true».

This sense of unreality, boosted by the use and abuse of technology, opens a gap between the self and the world and which we usually see deteriorate into passiveness and listlessness, on the one hand, or in conflictive or violent attitudes, on the other hand. In both cases it is clear that these attitudes are the reflection of an evident uneasiness towards their personal situation, due to two main reasons:

- because they are not aware of the seriousness of their own actions
- or as a desperate attention-drawing effort, calling for an intervention from anybody.

In sum, we can say that youths, in the beginning of the tutorial action, are absolutely disoriented and frustrated. Some commitment for learning is expected on them, which will presumably guarantee them academic, professional, and personal success. However, their vital experience teach them daily that the power from schools is blurred in hundreds of successful models that do not identify at all with the culture of hard work proposed by schools as the only path for a successful future.

Even though this phenomenon is offset in most youths by a stable familiar environment, the breakdown of the traditional family, along with the growing fragility of our society, affects negatively those groups with more difficulties and, therefore, early school failure keeps being the main issue in schooling, despite the rise in spending in recent years.

All this uneasiness has a sharp impact on schools and forces teachers to be better prepared to face this disruptive and confronting behavior. In a scenario like this, the responsibility of the school, generally, and the tutorial action plans, particularly, is more relevant and urgent than ever, since it can become the model lacking in the life of many people, as well as the starting point to develop a vision of the future giving sense and value to the current actions of our teenagers.

This is why under these circumstances, tailored tutorial action plans built on the foundations of a deep education link between professional and student become a key element in tutorial action as a means to serve, above all, youths under the biggest risk of early school failure.

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THE GOOD PRACTICES AND EXERCICES

Motion for a resolution of a case study applying the different resources seen in the module

An activity is proposed below to put into practice all the aspects included in the module.

Main goal

Acquiring the needed knowledge for implementing efficient accompaniment processes in the framework of the tutorial action plan.

Specific goals

Identifying already commonly used key elements in the accompaniment process.

Identifying what aspects should or could be improved.

Make a redraft proposal for the accompaniment process including the acquired knowledge.

Activity

1. Description of the case

Think of a case of a specially complex student and describe their main characteristics (personality, behavior, personal and family situation, problems, etc.)

2. Case analysis

What was your diagnosis at that time?	What would be your diagnosis today?
Answer	Answer
How did you do it?	How would you do it today?
Answer	Answer
Did you take the individual's opinion into account?	How would you involve the student today?
And their family?	Would you involve it today? How would you do it?
Did you use any additional resources?	What other resources would you use today?

3. Planning

What was your action plan?	What would your action plan be today?
Answer	Answer
Did you write down an action plan?	How would you develop it today?
Answer	Answer
What strategies did you use to define it?	What strategies would you use today?
Did you take the individual's opinion into account?	How would you involve the student today?
And their family?	Would you involve it today? How would you do it?
Did you use any additional resources?	What other resources would you use today?

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4. Implementation

How did you address the situation?	How would you address it today?
Answer	Answer
What strategies did you use to address it?	What strategies would you use today?
How did you take the student into account?	How would you take them into account today?
And their family?	Would you involve it today? How would you do it?
Did you use any additional resources?	What other resources would you use today?

Le SAVIO, an innovative tool to tackle early school leaving

INDIVIDUAL

"Human beings are built only because they have the capacity to meet. »

When dropping out, the students are not looking for content but looking for relationships. The dropout student must experience "an encounter", perceive that he has been seen, that he has been recognized as an individual, as a subject. He needs our uniqueness to be recognized and that only happens by meeting him individually. However, we are not in control of the meeting, it may not even happen individually. There may not be a "transfer". If there is a "meeting" then it will then be a question of moving from THE meeting to A meeting so that the child or adolescent can open up to the outside and use what he has understood with others. The child or adolescent needs to be addressed to him and only to him and from what he is, from what he says about him, from what he shows. It is about helping them find "their free motivation". Pedagogy is not the tools, it is the posture ... In addition, the notion of place is important: some young people no longer have a place, the idea of finding a new one is symbolically interesting.

- **To accompany is to observe.** Observing the strong point, the positive side, what he does in excess, that will be the common denominator for "creating the relationship" and forging bonds.

- **To accompany is not to stay only in affection.** If I go too far into the affect, we keep the pupil in his position, here in the dropout ... In addition, the child, the teenager can reproduce a diagram with the teacher. Thus, it is necessary to "put to work" the situations of accompanied students with the psychologist of the network. It allows us to analyze our posture and gain height in situations. Here, you can't work alone.

-To accompany is to walk alongside ... at the same pace as .. Without this posture, the adult reinforces the dropout. Thus, it is necessary to think about the interviews and to work on your professional posture as stated previously. During interviews, one has to keep pace with the other in order to move forward. We are therefore not in the objective to be achieved at all costs, nor in the expected result. On the other hand, you can write it down and put it aside and then agree to go at the other's pace. This invites the professional to let go and let himself be guided sometimes from proposals that we have made ourselves.

-Supporting dropping out students takes time. It cannot be limited in time. It is important to point it out to yourself, to parents, to teachers. When we support them, we rarely have "the result" of our own support.

- **It is important "not to want too much in the place of the subject".** In fact, wanting too much for the other can lessen the desire of the subject himself. In addition, it is necessary to accept the refusal of those who do not want to be accompanied.

- **"Thinking about supporting a child also means supporting parents. "** Work with families is necessary. Take the time to meet them if they wish, to listen to them, to inform them. But you always need to be very vigilant in working with families and sometimes accepting a separation from school. Pierre Perrier, sociologist, invites us to reflect on the relationship between school and family. He suggests that we perceive the remoteness of some families as a sign of total confidence in the school system and not of disinvestment as some people quickly think. In addition, he also invites us to reflect on "so-called necessity" for a link between family and school. He sees in his research that the closer one wishes to bring families to school, the more it takes them away.

- Accompany **the child to reveal himself.** Use creativity (and not creation) in all its forms: shared writing workshop, painting, modeling, creative journal, as many possible techniques that can be used to serve the bond with the child or teenager. Some young "dropouts" have vivid imaginations. The higher the imagination, the more it can be put at the service of creativity. We bring the person back to here and now. This work is possible if the child can express his emotions. If this is not the case, we will first have to go through the body and therefore through the theater for example.

IN CLASS, AT SCHOOL

RECEPTION: Getting to is complex for a pupil who is dropping out. The physical human welcome is necessary but it is not only a question of positioning someone at the portal. It is not a presence, it is a welcome that is necessary. It is necessary to reflect as a team on this welcoming role and to choose together the people with these skills, these welcoming capacities of the other. Not everyone can take on this role.

The first moments are crucial: it is a question of helping the "transition" from civilian life to school life. 3/4 of dropouts become agoraphobic if we do not support them. Feeling welcomed allows the subject

to feel existed, in fact dropouts “no longer know who they are”. Often they have lost the image of themselves. School is a place of community and it is sometimes difficult to feel that you exist.

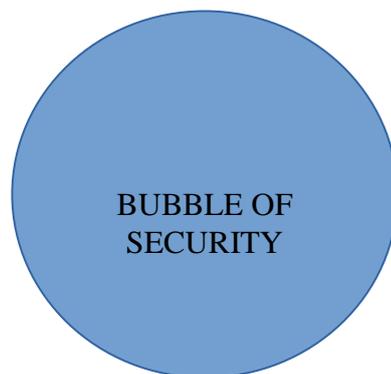
RITUALIZATION: If there are no rituals, the child, the adolescent can be in constant insecurity. The ritual makes us grow psychologically. Symbolically, it is about ritualizing attachment to the person: through organizational rituals, for example. By organizing our equipment, by taking this preparation time, we prepare for the meeting. The ritual also helps in breaking up, it helps separation and makes it easier to envision the passage from one time to another.

CLASSROOM and COURTYARD The spatial organization of the classroom, the placement of the pupils and our professional posture are the first questions to ask and must be asked regularly throughout the year. The teacher can reflect on these questions with individual pupil.

In addition, the teacher should have some knowledge of what can be called the "**communication bubble**".

The teacher or educator can then allow himself to ask the question: "What is the place that makes him most secure? Then you have to be able to talk to him about it. The child needs to have HIS place. Sometimes some students even need to be in front of others because they can visually control their space. In nursery school, where there is not necessarily an office or space to titrate, children take ownership of play areas.

The communication bubble



“This is the larger or smaller bubble in which I feel safe”.

The more a pupil sets up a large bubble, the more INSECURITY he is. In a hyper-sensitive child this can be a cause of dropping out. This bubble question comes from observations made on autistic children.

HELP WITH THE DIFFERENT PASSAGES

The "passages" are complex for pupils who are dropping out. ("PAS- SAGE" in the "language of the birds") These are "key" times for observing. It is necessary to think about these passages and to be creative about the accompaniment in them:

- The transition from civilian life to school life
- The classroom / playground passage
- The school / canteen passage
- The school / college transition

WORK ON POSTURE: practice analysis and wrap-up meeting

Supporting pupils requires real work on oneself and on practices, it cannot be done without an analysis of the practice or time to analyze situations with a psychologist. These times are an opportunity for professionals to gain height, to take a step to the side in order to join the student where he is and not where we would like him to be, to change his outlook on certain situations. In addition, talking about the accompanied talking about the accompanied child is certainly

interesting, but talking about yourself as a support person allows you to progress further. Indeed, we cannot require the child to move forward in such and such a direction, but we can demand more of ourselves and therefore act on our posture. Thus, the support will take a new direction.

Example of workshops set up to support pupils (as part of the SAVIO system)

Pupils who drop out are often unconfident pupils, a disastrous image and self-esteem. They are often in search of meaning. Support for these pupils should therefore not only concern didactic remediation and help.

The workshops proposed must treat the question of relationship, meaning, project, initiative and self-image.

Self-esteem workshop

Definition of the concept

Self-confidence: Exists in someone who realistically assesses and in enough time what is needed to deal with a situation.

Assertiveness: The capacity to act kindly yet firmly around others, communicate clearly, accept and refuse.

Self-image: What the person would like be.

Idea of self: A global vision: self-image, ideal self and self-esteem together.

Self-esteem: The result of a person's self-examination: about their physical appearance, their skills, their professional and personal successes, the wealth of their emotional life. *Success in one or several of these areas does not guarantee self-esteem.* It results from a balance of these different aspects. Self-esteem is *a fragile and changing value* that increases when we respect our own values and which decreases each time our behaviour is inconsistent with them. Two main points sum up self-esteem :

*The perception of personal skills

*The personal belief that we have value as a person.

According to Germain Duclos, four feelings make up self-esteem:

- **The feeling of confidence:** *Well-being and reassurance through an understanding of limits, knowledge of other peoples' expectations.* It is formed through the child's attachment relationships and experiences. For a child to feel safe, they need to have their basic needs met. *A child feels safe and trusting when they have a stable life in terms of time, space and their relationships with others.*

Self-awareness: To know yourself is to know who you are physically and psychologically. Children who know and accept themselves, with their strengths and weaknesses, are capable of finding a place in a group without having to use force or passive resistance (being forgotten). Children who accept themselves are also capable of accepting others and will not try to dominate or admire others in an exaggerated way. They will know how to establish healthy relationships. Knowing who we are, is learning to deal with ourselves and others, is learning our limits and those of others.

- **Feeling of belonging:** Children need to know that they matter to others. What others say to them, what they think of them, the way they see them helps the child to define themselves, to change their self-image and self-worth. The concept of the self is built in parallel to the concept of the other. A child's first place of belonging is the family. A child needs a place where they know that they are loved as they are. They can develop trust and intimacy when they know that those around them truly know them.

- **Feeling competent:** **Feeling like you can do something.** It is during the course of learning and especially from their achievements that the child can gradually develop this feeling of personal ability. Developing the feeling of being competent is first and foremost about recognising and accepting strengths and weaknesses. Developing the feeling of being competent is about establishing conditions to enable better learning and setting realistic goals. It is about making the child aware that success is related to effort.

In addition, adolescence is a growth period, an uncertain time in which the child is in a time of hesitation between leaving childhood and entering adulthood. It is a period of transition marked by from numerous physical, emotional and cognitive changes. It is an age of paradoxes, the search for identity and self-affirmation. It is about acceptance (by a group), opposition (family and school), affirmation and integration.

According to a document on self-esteem written by Comitys (a training organisation), different stages are necessary to build a specific framework favouring speaking, listening, kindness.

1. Prepare the ground.
2. Give yourself objectives for the **Self-esteem workshop**.
3. Organise places.
4. Support group dynamics.
5. Organise different **workshops**.
6. Lead sharing sessions - expression as a group.
7. Conclude.
8. Evaluate the **workshop**.

Project and initiative workshop

This workshop has been organised in response to some needs spotted during interviews with pupils or their parents. We sometimes observed: a lack of self-confidence, low self-esteem, external motivation, desire to please others rather than themselves, difficulties related to effort, obstacles, risk-taking, and others.

So, through this workshop, we would like to give pupils the possibility to implement a project, an individual initiative within the school or with an external link if necessary. What learning does the project develop?

J-P Boutinet uses 5 paronyms to describe the teaching based on the word "project", a term which etymologically comes from "going forward".

1- THE SUBJECT

The project involves the presence of one or several subjects (people): as it is the subject who provides an intention.

2- AN OBJECTIVE

The project is first of all a mental image that the author has built from an objective that they wish to achieve.

There can be no project without an objective aimed at, which is subjectively envisioned.

The 5 paronyms of PROJECT

3- REJECTION

The author of the SUBJECT rejects other working objectives.

They make a choice and rejects the others.

They may also reject knowledge that will be not useful for the project.

5- THE LINK

The subject must have links to various fields to carry out the project, with different people

4- The JOURNEY

Any project involves two types of journey:

- A journey upstream of the project (the personal background of the subject/organisation with whom/in which it is being carried out)
- the journey downstream: the different *steps* envisaged through *which* the subject shall pass to carry out the project

Project teaching can have one or more of the following objectives (based on a work by Perrenoud):

Lead to the **use of knowledge and know-how acquired to build skills.**

Achieve a goal. Value given by the challenge that the person has given themselves. **Pupil involvement.** No specific learning expectations, these are of secondary importance. Developing different mental calculations such as: **planning, organising, anticipating, checking, monitoring.**

Experience the **notion of duration** in the project, **manage impulsiveness and override urges.** *Move from immediacy to duration.* Go through a **thinking process.** Give more **meaning** to ideas, knowledge, skills worked on at school.

Discover new knowledge, from new worlds, from a perspective of awareness or "motivation". **Deal with sometimes unexpected obstacles.**

Deal with obstacles which can only be overcome from new learning, to be done outside the project. **Some of the projects lead to us confronting our own skill gaps** and these then **turn into needs.** Development of **working together:** if I can't do it, who can help me? **Excelling yourself.**

Think about new future learning during the project. Make connections with some ideas worked on upstream, **or** briefly pause the project to work on something which is useful and necessary for its achievement. BUT above all **accept to have a skills gap** and that you don't know everything needed to carry out a project.

Involve the pupil **socially** and develop skills such as **perseverance, commitment, effort, cooperation.** Build **social ties.**

Help each pupil to **gain self-confidence,** build their own identity by taking an active part. **Develop feelings of being competent, self-esteem, self-confidence, assertiveness.** Develop independence and the ability to make choices and negotiate.

As a professional, it is about knowing about what "the project" develops in the pupil, in the young person. Despite everything in the SAVIO "Early-school leaving prevention" scheme, **it is not necessary to have specific expectations and objectives to be attained** at every session!

It is about gradually observing what is at stake for the pupil throughout the project, to identify, to verbalise, sometimes to say nothing and to accept that you stay in the "background", to facilitate the implementation, to value, to question, to help make decisions if necessary, to elucidate, to let the pupil confront obstacles, to make mistakes sometimes. This involves a **certain amount of letting go and a certain amount of confidence in the young person we are working with.**

Hélène Aussage — Specialised teacher - SAVIO scheme

Sculpture/writing workshop

This will be an art workshop, in particular using **clay and writing creating words**. The creations will be used to help writing.

To do this, it will be linked to previous work, particularly in French so that pupils can use their knowledge or what they have already learned in class (make links). Both pupils here worked on "the monsters in traditional fairy tales". First of all in class they studied the related vocabulary, which could then be used in the writing session (if the pupil made the link between them). So, the first artistic creation is: "*What a monster*" (Head and bust only).

Each workshop (45 minutes) will be set out as follows:

- Setting up/welcome time 5 mins
- Creation time 15 mins
- Word production time 20 mins
- Reading aloud 5 mins

Why this type of workshop?

- exist both as the initiator as well as individually
- understand that a joint creation can be different creations: discover what the others imagine and let others discover what I have imagined.
- expression of pupil's inventiveness, from their imagination
- use a common language: the written word.
- take a risk in terms of letting another person look at a text other than yourself, having another person listen to you and experiencing the emotions aroused.
- use your hands in two different settings: sculpting clay, sculpting words.
- See the different ways that words can be used: *semantics*, writing, *sounds*.
- Become aware of ways we sometimes use more than others.
- Develop writing skills: vocabulary, syntax and structure.
- Find a way to make the work a social activity.
- Improve concentration.
- Sculpture is about seeing a world in 3D and leave the 2D of books, exercise books, the screen, the tablet
- develop patience using the material you have to "learn to master".

- Let yourself slow down: clay soothes, brings us back to the present and at the same time, returns us to the pleasure of childhood, when our creativity was at its peak. The pleasure of "squishing" clay that sends us back to our childhood. **Hélène Aussage**

Tools in France

General devices and mecanims

Support actions for pupils outside the classroom

APC: further educational activities. These are hours of help and support outside of the classroom, in small groups. The groups are formed by the teachers following observations made in class. These are groups of around 2 to 6 for one-hour activities usually in the evening after class.

Time	1 hour 30 mins a week reserved for pupils in difficulty, parental consent necessary.	1 hour minimum a week per teacher but the pupils can do different additional learning activities as more choice. Parental consent necessary.
Pupils concerned	Pupils in difficulty	Pupils in difficulty but also pupils needing specific support for homework, pupils who can or want to benefit from these activities
Educators	Teachers	Teachers but also various educators who can help with the needs identified: <u>parents, teaching assistants, partners.</u>
Principles	Accompany pupils with occasional difficulties.	Provide personalised accompaniment that supports the pupil's specific needs: -Methodological accompaniment or support for help with homework -Support, revision, explanation of ideas addressed or anticipation of ideas to boost the most vulnerable pupils. -Teaching project extending the work done in class.
Challenges	Bring all pupils with difficulties up to the same level by giving revision work, support or	Reduce inequalities by giving pupils differentiated work:: inequalities in doing homework, inequalities in mastery of basic learning, inequalities in

	anticipation:	making sense of the ideas seen in class or transferred, cultural inequalities. Enable each pupil to suitably master what was learned in class by giving further activities.
Proposals	Help in the classroom or help for groups of needs.	Help with homework / Help for pupils in difficulty / Project related to a class or school project
Activities implemented	Support , accompaniment of pupils in difficulty. Reinforcement, revision but also anticipation of learning to try to prevent difficulties and give prior additional support.	A time organised within the team to determine the school priorities but also for each year group and each class depending on the pupils' needs. A time for teachers with specific skills to get involved in suggesting workshops related to the desired learning outcomes: theatre, philosophy, maths games, strategy games etc. A time for the involvement of complementary helpers who can be useful aids for projects or specific needs related to the school project: "serious games", film clubs, visual arts, shared homework sessions etc. A time that
Consequences observed or possible	Ordinary teachers cover the school difficulty. Questioning on learning obstacles. Team work to identify and respond to needs. Progress of pupils who feel more taken into account. Time is also broken up, stigmatisation which is sometimes difficult for pupils in difficulty to bear, refocusing on structuring and repetition	This time requires reflection as a teaching team, or even educational community, it requires a bolstering of links, particularly in the context of coeducation with parents but also miscellaneous educational partners. We would like to think that the opening up of schools and educational sharing would be strengthened. The overall taking into account of the pupil's needs and the establishment of times which do not just include pupils

		broader skills into account can be used to give back self-esteem for weak pupils and also help teams to change their outlook by making a real
Notes	<p>These aids are not under any circumstances a substitute to taking into account diversity in the classroom and the differentiated support of each pupil depending on their needs. They do not replace the necessary specialist help when the difficulty is long-lasting and affects key cognitive processes or school involvement. The APC (further educational activities) reinstates a project dynamic likely to engage pupils differently whose weak skills can make learning or school lose meaning for them. The APC adheres to the common basic curriculum, a commitment to skills and interdisciplinary skills. It is a real opportunity if it actually creates a meaningful project based on pupils' real needs.</p>	

Examples (APC)

Teacher A

A need arises to learn how to learn words given to remember. The teacher works in a sensitive area and meets many poor parents to support their children. They suggest one shared study with the parents to work together on evening homework. This study is for second year pupils.

Teacher B nursery school

B noticed that his pupils could not accept losing. He set up a games workshop every Friday with parents to develop a way of supporting their children together in developing their social skills.

Teacher C

C participates in helping with homework two days a week for half an hour. They come to help the volunteers in the local area's homework club. These people now help out with homework at school.

Teacher D

A difficulty arose in the third year concerning the mastery of written language. D who has had training in writing workshops runs a workshop once a week.

Teacher E

The school has chosen to work on some ideas in advance with the weakest pupils. E meets CE1 pupils (age 7-8) who they have noticed have difficulties on Tuesdays and Thursdays from 8.30 a.m. to 9.00

a.m. Their colleague runs a voluntary yoga workshop at the same time for pupils who have trouble staying still.

Teacher F

F has many non-French native speaking pupils. From the outset he noticed difficulties with the French language and a lack of involvement in school by the parents. He runs a workshop with a storyteller to share fairy tales. This workshop includes parent volunteers and children.

Teacher G

Trained in the Three Figures game, G organises this role-play game once a week for a group of pupils who have language difficulties but who also have trouble managing their emotions.

Teaching assistant

Takes pupils to do gardening as the school project is about the environment. They do discovery activities and take care of the garden.

Theatre teacher

Helps pupils with difficulties speaking and expressing themselves.

The variety of different aids and the time taken for the pupil in difficulty should be taken into account in the invitations to the pupil and their family either for specialised support, or for the activity time for further educational activities in the area of support.

The different forms of aid are arranged this way as part of the school reform. They can be included within a **personalised school success programme (PPRE)** that will ensure consistency.

If the specialised teacher can maintain a specialised eye in the identification of obstacles and the support of pupils, they nevertheless strengthen their role as a contact person.

(Garder le Cap/ SGEC/ page 20)

Network of assistance for pupils in difficulty

Summary of support: “each plan for each pupil” : depending on the difficulties and profiles identified. Depending on the difficulties encountered, occasional or persistent, various assistance and support plans are proposed. They are the result of concerted analyzes between the different educational professionals.

Title	A.P.C. (Further educational)	P.P.R.E. (Personalised school success)	Aide Spé (Specialised aid)	P.A.I. (Individual specialised aid)	P.A.P. (Personalised support plan)	P.P.S. (Personalised schooling plan)
Texts	Circ. No. 2013-017 of 6 February 2013	Circ. No. 2006-138 of 25 August 2006 Circular No. 2011-126 Of 26/08/11	Circ. No. 2014-107 of 18/08/14	Circ. No. 2003-135 of 8 September 2003	Refounding law Art. 37 Circular 2015-016 of 22/01/15	Circular No. 2006-126 of 17 August 2006
What?	Activities anticipating, accompanying or extending learning and aiming to: - help pupils with learning difficulties, - help with individual work. -put in place an activity planned by the school project. Priority pre-school: Strengthening of speech or discovery of writing, Priority	Coordinated action plan designed to respond to the school difficulties encountered by a pupil. Written out in a document and signed with the parents. PPRE Passerelle: Developed as part of the liaison commissions, it aims at making the exchange of information between primary and secondary school easier for a pupil with special needs.	Individual project by a specialist teacher in the context of the accompaniment of a pupil with major difficulties, in conjunction with the class teacher, complementary to and with the other existing support schemes.	Combined project organising the special arrangements for the schooling of a sick child with medical prescriptions clearly stated, to enable the pupils concerned to follow their schooling while they benefit from their treatment and their diet, ensuring their safety and compensating for the inconvenience of their state of health.	Personalised support plan: It specifies the teaching adaptations to be put in place for a pupil with learning difficulties observed by a doctor (excluding PPRE, PAI, PPS) to benefit from adaptations to help with their difficulties, with the aim of improving the pupil's autonomy. It must adapt to the pupil's changes and	Document specifying the compensations to be put in place to reduce the disadvantages associated with a handicap. The PPS leads to the creation of the "Implementation of the PPS" by the teaching team. It is reassessed annually by an "ESS" (Schooling monitoring team) Led by The contact teacher for the sector (ERSH) and can then be

	primary school: Learning or methodology problems				can continue for several years, including at the cross-over from primary to secondary school.	readjusted according to the evolution of the situation.
For who?	Potentially any pupil with parental consent,	Pupils with targeted learning difficulties.	Pupils with severe and persistent learning difficulties,	Pupils with health problems requiring adaptations related to their illness: chronic conditions	Pupils with sustained academic difficulties with one or	Pupils recognised as having a disability by the
By who?	Organised by teachers and implemented as part of their responsibilities. Possibility to use external help.	Developed by teachers at a meeting, as required in connection with the various stakeholders, written by the pupil's teacher, with the assistance of the specialised teacher if needed.	Specialised teacher, in close consultation with the support provided by the class teacher.	Drawn up by the head teacher at the family's request (or in agreement and participation with them), with the authorisation of the doctor monitoring the illness.	Implemented by teachers throughout schooling.	At the request of the family, it is drawn up by the MDPH and implemented by the teaching team, in conjunction with other people involved including the family.
How?	In small groups, at time slots to be fixed as a team, in addition to the obligatory	-As part of regular school activities, without modification of the pupil's attendance	In school time, in two ways: - joint action in class, - in small	Specifies the diet, time arrangements, exemptions from activities and substitution activities,	On the advice of the teachers' council (with family agreement) or upon	Implementation of spatial, temporal, material or human measures aiming to

PPRE: personalized school success program

It is the program of pedagogical or educational actions determined by the educational actors (teachers, specialized teachers, head teachers) to respond to educational difficulties. This program is proposed to the pupil and his parents. The purpose of this plan is to involve the pupil and their parents in and for the best interests of the program.

Below is the example of the pupil's 'contract':

- "interview with the student to build the continuation of his learning project"
- "my evaluation results"

PPRE PASSERELLE SCHOOL SECTION	
CONTRACT WITH THE PUPIL TO BE FILLED IN DURING THE SECOND TERM OF CM2 (10-11 years old) Interview with the pupil to decide on their learning project	
What I can do well:	
What I'm interested in:	
What is still difficult for me:	
My challenge to progress: I'm going to practise...	
Skills targeted with reference to the personal skills booklet (Stage 2 reference grids):	
Implementation conditions (in the classroom, additional teaching activities help) :	
PPRE put in place from..... to	
Signatures:	
Pupil:	Parents: Teacher: Head teacher:

PPRE Review - Progress made - Continuation envisaged (end of the PPRE - Development of the school component - Continuation of the secondary school component)			
Signatures:			
Pupil:	Parents:	Teacher:	Head teacher:
ASH Regional Technical Group primary level / Pays de la Loire - Dossier contact person: Michel Rondard - Nov 2017 ²⁴ ₂			

PPRE PASSERELLE COMPONENT TOWARDS SCHOOL	
My assessment	
results	
In French	In mathematics
What I'm doing well now (my progress):	
What is still difficult for me:	
My challenge to continue to progress: I'm going to practise...	
Targeted skills with reference to the personal skills booklet (see target skills stage 2 - annexe 1): to be completed at the "primary school/secondary school liaison committee"	
Implementation conditions required (in the classroom, additional teaching activities, specialised aid, educational support, role of the family, external help):	

Support of pupil

A child who raises questions

SCHOOL ADAPTATION

1- Help in class

Differentiated teaching, adaptation, pedagogical and educational dialogue with the family, etc.)

- Term meeting

Sharing of difficulties with colleagues, thinking about action to be taken.

2- Educational visit possible

Carried out by specialised teacher for observation and another viewpoint

Specialised help (E-G)

Intervention of the special education teacher

Summary meeting with psychologist

For an analysis of the situation and explanations.

4- Psychological examination

For observation, interview and/or test

6 – CDO referral

For EGPA guidance: General, professional and adapted teaching

5- Educational teams

For an analysis of the situation with the parents, the child and partners

6- Calling on external partners

CMP, speech therapist, CMPP, CAMPS, education and social services

MDA

MDA

AREA OF DISABILITY

Field of

the family is invited to contact **the contact teacher (E.R.S.H.)** and then to go to the **Maison de l'Autonomie (M.D.A) [House of Independent living]** to obtain a **Recognition of Disability dossier.**

The teaching team

The teaching team is made up of the people who have the educational responsibility for a pupil or a group of pupils.

It includes the head teacher, the teacher(s) and the parents concerned, possibly the school psychologist and the rehabilitation specialist, the doctor carrying out the school medical check-up, the school nurse, the social worker, the medical staff or paramedics involved in action to integrate disabled children into the school, with foreign teachers providing lessons in their native languages and culture to the school's foreign pupils,

Where appropriate, teachers responsible for regional language and culture courses, people responsible for complementary activities as well as specialised staff in nursery schools.

It is convened by the head teacher whenever a pupil's or a group of pupils' situation requires it.

Parents may be accompanied or replaced by a representative of the school's parents' association or by another parent of a pupil at the school.

Decree of 06/09/90

The role of the educational team

The educational team:

- It is held under the responsibility of the director and brings together all the people who, in one capacity or another, are involved in the child's schooling (see composition of the team on the next page).
- Its function is:
 - to allow for dialogue and exchanges on specific skills, abilities and needs related to the child's situation.
 - arrange and develop an appropriate response,
 - build an individual project for the pupil, look for the necessary resources, study the conditions for it to be put in place, evaluate it regularly and readjust it if necessary.
 - Possibly request for the dossier to be examined by the district commission.

(*) the various possible partners: the head teacher, parents, teacher, specialist teacher, psychologist in the area, school doctor or PMI (maternal and child protection), social worker in the area, district inspector or ASH, referent teacher, care services (SESSAD, CMP, CMPP, CAMSP, etc.) or private practitioners (speech therapist, physiotherapist, etc.).

Pupils with disabilities: Specific approaches and follow-up

ASSESSMENT OF THE MODULE

I.

1. Three questions to launch the teams' reflection:

- What representation of ESL do you have ? which type of pupils?
- What difference do you make between a pupil with learning difficulties and a pupil who has dropped out of school?
- What “ideal” support would be imagined for each pupil dropping out?

2. Exchange/debate

After a few minutes of personal reflection, we share our various visions without passing judgment, welcoming all possible representations. The comments touch on different subjects and raise different questions.

3. Summary of debates and work objectives.

Bring out the questions that will serve as a basis for team reflection and the establishment of support tracks for pupils dropping out of school.

- What do we do to keep them from dropping out?
- What are the approaches that work? What pedagogies? What reinforcements are used?
What is there and what is working?
- Isn't the first degree the important stage in prevention?

II.

1. Tutorial action as key element to reduce ESL

What accompaniment actions would you perform in your workplace in order to reduce ESL?

Now what?: emotional state of the individual at the beginning of the tutorial action

Identify **5 usual statements by youths related to the current situation of the labor market and the usefulness (or uselessness) to study**. Describe how would you challenge or promote them through accompaniment.

Statement example: *Why do I have to finish my secondary education if all I want is finding a job, the sooner the better?*

MODULE 5 : EDUCATIONAL AND PROFESSIONAL ORIENTATION ; GUIDANCE

Objectives:

- Understand the evolutions of the question of guidance in connection with societal evolutions
- Discover how to take the person into consideration when choosing an orientation
- Limit the impact of the technique and the system to leave space for free choice and self-knowledge

Contents:

- Origin and evolution of guidance to this day.
- Current state of guidance in compulsory and further education
- What is guidance and what is not
- Guidance counselor profile: key issues to master.
- Actors in the guidance process: teachers, local technicians, families, youth models, etc.
- Guidance by competencies model: methodology, objectives and implementation stages.
- How can guidance help us reduce ESL.
- Definition of improvement proposals to encourage a reduction in early school failure.
- Motion for a resolution of a case study applying the different resources

INTRODUCTION

We live in a moment of shift, a change in society with its respective rules, values and solutions. A world where space and time categories have changed, offering as a result a more complex and diverse society. In its turn, the labor market becomes more uncertain and unstable and, over time, its access comes later and under higher standards.

All these problems have been transferred to education centers, which, maintaining their traditional structure of power relations, have evolved, in many cases, into trouble spots where school failure, early drop-out, discouragement, and lack of discipline are soaring. All due to students feeling obliged to attend a place that does not cover their needs nor answer their doubts, and seemingly ignore their hardships (Hirt, 2003).

Empirical research has detected how educational and professional guidance in compulsory secondary-school education is a key element to address the rise in the rates of early school failure. However, what do we know about the guidance daily life in secondary schools and

vocational schools? Is it being implemented in an effective manner? It does not seem so, according to the data on early school failure. Then, what is wrong? Where are the problems? What changes are needed?

Throughout this module we will analyze, from several approaches, the reasons under which the current system is not able to fully and effectively respond to the objectives under its own foundation.

5.1. Origin and evolution of guidance to this day

The First Industrial Revolution and the division of labor created new needs in job specialization, as well as making more evident the social gap regarding training, specially in youths from disadvantaged environments. It is in this context of deep change (term that should raise some sort of interest) that in 1908 the *Vocational Bureau* was founded in Boston. Its founder, Frank Parsons, through the creation of this public service to help youths finding a job and the release of *Choosing a Vocation*, sets the initial framework of vocational guidance.

Contextually, breakthroughs in pedagogy, evolutionary and educational psychology, psychometrics and psycho-technique, contributed to the development of his method, based in three steps:

- 1) Self-analysis: knowing the subject,
- 2) Professional information: knowing the labor world,
- 3) Adjustment of the individual to the most appropriate task.

In Europe, guidance was born nearly at the same time as in the United States: in 1912, marked by the creation in Brussels of what is regarded as the first professional guidance service in Europe.

In the beginning, the guidance was vocational in the United States and professional in Europe (mainly in Belgium, France, Italy, Switzerland, and Spain), where the traditional denomination from 1950s onwards has been educational and professional guidance, which is the term used in this module.

The institutionalization of guidance came with the unemployment caused by World War One, and initially it was limited to the adjustment process of the individual to the demands of labor activity, despite the first steps for its integration into the educational environment, starting with the introduction of vocational guidance programs in some United States schools.

The development of *counseling*, from 1930s onwards, leads guidance to a more therapeutic approach, which contributed to the prioritization of personal and psychological aspects of the individual before their adjustment to the job.

During the 1950s several theoretical models appeared with the purpose of reconciling the two opposing approaches applied so far, whose contrast and research need led to the creation of several bodies and associations contributing to the professionalization of guidance, such as the *International Association for Educational and Vocational Guidance (IAEVG)* in cooperation with UNESCO.

Its gradual expansion during the second half of the 20th century forced the institutionalization and reinforcement of the guidance in the school (through psychological education and career education), reaching out of its bounds and into companies (development of human resources) and renewing itself in public services. In contrast to its first function of occasional attention to difficult cases, its **preemptive and development function** started being strengthened until nowadays. It keeps evolving thanks to some technological and conceptual breakthroughs (which will be more detailed in the guidance by competencies section). These breakthroughs let the guidance confront the challenges posed by the structural change caused by the Fourth Industrial Revolution.

5.2. Current state of guidance in compulsory and further education in Spain

Following OECD and EU guidelines, several articles of the Organic Law 2/2006, May 3rd on Education (updated by the Organic Law 8/2013 for the improvement of the educational quality, which does not contribute on guidance) refer to guidance:

- **Article 1. Principles.**

- f) The educational and professional guidance of students, as a necessary way to achieve an all-round, personalized education, which incorporates knowledge, skills and values.

- **Article 91. Duties of teaching staff.**

- d) Educational, academic and professional guidance, in collaboration, where appropriate, with the specialised services or departments.

- **Article 157. Resources for the improvement of learning and teacher support.**

h) Specialised services or staff to provide educational, psychopedagogical and professional guidance.

The lack of homogeneity on the law enforcement in formal training (Secondary Education, high school and vocational schools) at national level is due to the independence on education, transferred to Autonomous Regions. However, some common features are identified.

Thus, within Preschool and Elementary school, the organization and systematization of guidance interventions developed in **Tutorial Action Plans (TAP)**, but the role of the guidance counselor is not regulated by any regulation. Therefore, each center establishes its functions. In general, it is a support to the educational role of parents and teachers, and it focuses on providing tools for the pupil's self-awareness and a development of a positive attitude towards work.

Regarding Secondary school, most Autonomous Regions have Guidance Departments in the schools. In some cases, while external support teams are provided, the guidance task is often limited to tutorial actions by professors and mentors.

This guidance based on tutorial action is only complemented in vocational schools by two complementary modules. Firstly, by a specific subject, Training and Employment Guidance, whose syllabus goes over labor regulations and aims for the mastering of the most common techniques for pro-active work seeking by the pupil. And secondly, by the Internship module, where the internship mentor chaperones the student during the selection process of the area of specialization, of the company, and throughout the internship.

In the specific case of Catalonia, the Education Law 12/2009 states that «students have the right to receive guidance, particularly regarding education and career» (art. 21/2, LEC). The time is established:

«In compulsory secondary school education, a comprehensive professional and academic guidance system that allows students to know the characteristics of the education and production system must be guaranteed in order to pick the learning options appropriate to their skills and preferences» (art. 59/6 LEC).

The method:

«Tutorial action, encompassing the individual and collective follow-up of the students, must contribute to the development of the personality and deliver personal, academic, and professional guidance in order to achieve personal maturity and social inclusion» (art 57/7 LEC). And the actors: «Mentoring and guidance is part of the teaching role

to be the key element in the educational task of the centers» (art. 38 of Decree 102/2010, on Independence of schools).

However, what do we know about the guidance daily life in secondary schools? Is it being an effective measure? According to the data on early school failure of the country, it does not seem so. Then, what is wrong? Where are the problems? What changes are needed? A 2013 survey from Oliveras Coll consulting firm for the Education Department from the Catalan government shows that **the current system is not reaching the foundational goals and concludes that:**

- a. There is no common academic and professional guidance system for the whole region. Hence, it can be an element of discrimination for many students.
- b. Its inclusion as another item in the Tutorial Action Plan (TAP), which also covers the actions of accommodation and integration of the student body, promotion of involvement in activities of the center, revitalization of groups, relationship with families, etc., causes the academic and professional guidance to lose its priority (OECD, 2004).
- c. It is a system clearly defined from top to bottom, in which the students' needs are hardly taken into account.
- d. The system is too focused in offering academic information that allows students make decisions in the short-term without paying attention to the development of an academic itinerary or a career project, action that affects mainly the students with more risk of early drop-out.
- e. In practice, the importance of guidance as a key element to promote the social inclusion of all students is ignored.
- f. Despite the existence of some innovative programs in some schools, there are no mechanisms enabling the universalization of such best practice in all the centers of the region.
- g. The lack of an evaluation system capable to guarantee the quality of the different academic and professional guidance practices carried out in each school of Catalonia is evident.
- h. Evidence shows a criticism of the system, based on tutorial action, from teachers and professors, the ultimate people in charge of its enforcement. According to them, it is «an added and undervalued heavy burden» and they miss more support mechanisms to their work (Catalan National Conference of Education, 2002).
- i. Moreover, most mentors have not received the specific training required by the academic and professional guidance, being their good will and personal interest the only item to offer a quality guidance action.

j. Therefore, families are still the main pillar of academic and professional guidance, which leads, on the one hand, to guide most children to high school due to its higher social status and, on the other hand, to drop out of school by those who cannot find any motivation in their family for studying further. These are specifically the ones with most difficulties in their schooling.

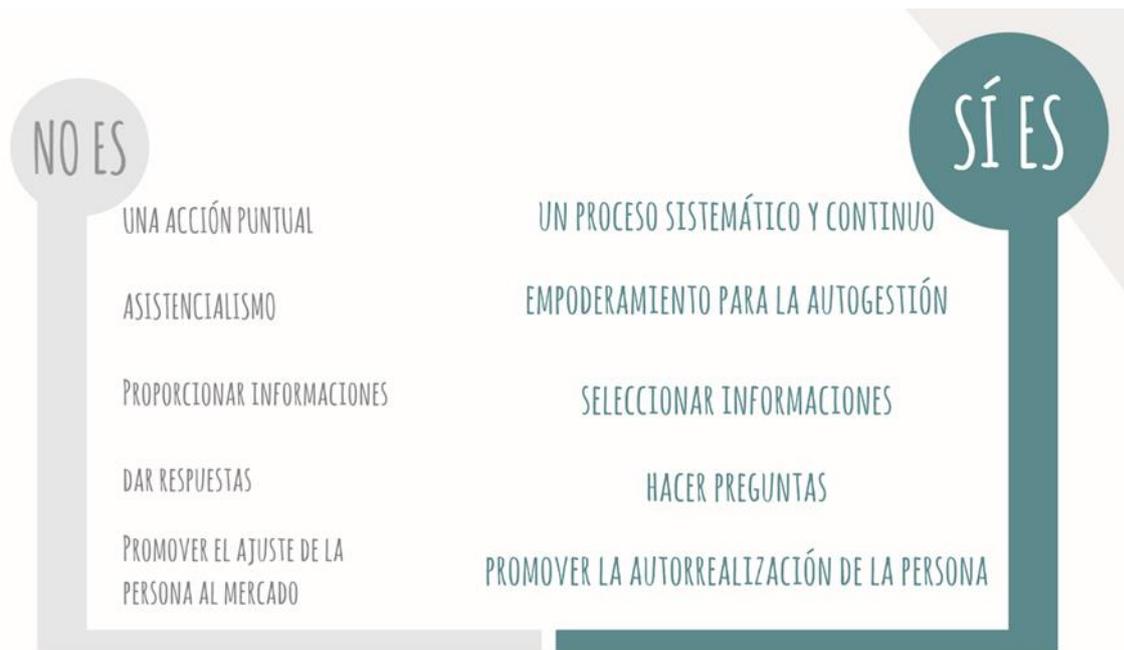
k. Lastly, students are in a difficult situation. They have several academic and professional information channels, but on their own and lacking the advice of a counselor, all this information is useless. The most affected in this situation are the students in higher risk of early drop-out.

5.3. What is guidance and what is not

Revisiting its history, we can see that guidance has been evolving to respond to changes in society, acquiring little by little a global appreciation that places it as the cornerstone in individual development through life, whether under the name of guidance or under more modern names, such as coaching.

At first the guidance function was limited to the diagnosis of individual features, the detection of requirements requested by each career and a job related to the individual adjustment to the market in a specific time of transition, but nowadays the scope has broadened.

In a world full of swift and constant changes, where the access to information is as free as confusing, where individual identity construction is remarkably hard due to the lack of clear and shared cultural references, and the traditional concept of work is blurring more and more, guidance cannot be limited to the items listed above. Therefore, an important first step is defining what is and what is not guidance.



A systematic and sustained process which empowers for the self-management

To be able to respond to ongoing changes, guidance is the cornerstone of decision-making processes. All along their life career, each person must face several transition moments, apart from switching from the academic to the labor world.

This is why schools must overcome the welfare mechanism by which guidance in most schools is reduced to the action done by the mentor in the last course of compulsory secondary education on their students to make them decide what are they going to do next year. In this system, not only students are doomed to take one of the most important academic decisions in their itinerary with half of the needed tools, but also the mentors are put, without the needed technical knowledge, in a deadlock in which they feel forced:

- in **the best-case scenario**, to replicate old strategies which have shown their clear inefficiencies (providing information, taking a test, visiting an education fair to gather more information...) with very little systematization, obliging doubtful students to make decisions based on clearly subjective grounds (family pressure, group or peer pressure, distance to home, a lot of job offers, etc),
- and in **the worst-case scenario**, to make a recommendation, which ends up becoming the final decision, without certainly knowing if it is the right one, and translated into an important number of drop-outs months after the next course is started.

Guidance, therefore, cannot be limited to a specific and welfare action provided when needed, but it must allow individuals, through its **systematization in educational and professional pathways**, acquire the tools to self-manage their own academic and professional project, in anticipation to changes and making decisions independently when needed.

5.4. Selection of key information

The decision-making process is not only hindered by the lack of competencies on self-management, but also by the excess of information (infodemic), both real and fake, with which we are bombed daily. Hence, as a rule of thumb, if we just type in a search engine any unknown concept, by the time we are reviewing the third entry our doubts have not reduced but increased, along with our anxiety and frustration. Imagine how do youths feel like when they think that they are making the most important decision in their lives.

In this context, guidance cannot be reduced, as usual, to providing a list of websites where youths could, presumably, find all the education on offer. The guidance counselor (teacher, mentor, local technician, etc.) must be in charge of performing a curated selection of the information covering the specific needs of every individual and their context and, above all, providing the individual with tools for an independent choice and proper processing according to their individual interests over time.

But how can the guidance counselor select that information having into account the individual needs if they are in charge of a group of 25-30 students? Promoting the individual self-fulfillment!

5.5. Promoting the individual self-fulfillment

Admittedly, the guidance counselor cannot search and select information tailored to the individual needs of all their students or users. But in front of this complex situation, giving in to the temptation of being the one who makes the most important decision in their lives, under the guise of a recommendation based on a presumed exhaustive knowledge of their needs and potentials is not an option. Solving other people's problems based on information intrinsically partial and uncertain is a responsibility that nobody should accept. Moreover, it has consequences in the form of early drop-out. When people do not feel owning their decisions, there is no essential motivation and, therefore, leaving the path is easier.

In sum, the answer is **in the promotion of individual self-fulfillment**, because only the individual can and must lead their decisions. To do that, however, it is essential to add another process to the ones commonly covered in the processes of academic and professional

guidance, enabling the individual to perform some sort of self-analysis to let them identify their interests, features, values, competencies, expectations, etc.

In this way, the guidance counselor, despite not being able to pick information specifically for each student or user, CAN take responsibility on the definition and implementation of a systematic process to let them, through a self-awareness exercise, identify their objectives in the mid- and long-term starting from where what they want to be and what they currently are. Acting like this, they are empowered to trace a clear route line to be followed to achieve their goals, as well as to receive the essential tools to achieve self-fulfillment as individuals with each decision taken along the path.

Ask the appropriate questions timely

To sum up, it is fundamental to understand **that guidance is not about giving answers to ease deadlock situations, but asking the appropriate questions timely so the individual, challenging themselves and their environment**, can apply the analysis, self-analysis and decision-making mechanisms acquired during their school years.

In this manner, even with the intuition of advisable itineraries for each student, it is important that the guidance process is based on a system leading the individual to ask themselves three basic questions, from which they can deepen in the different aspects implied.



5.6. Guidance counselor profile: key issues to master

It is in the complex context described so far where we are profiling the guidance counselor figure. The following question must be answered: what are the competencies, tasks and functions to be performed by the individual in their role as guidance counselor?

Competencies

The International Association for Educational and Vocational Guidance (IAEVG) points out the following **core competencies as required to provide guidance, beyond the specific setting in which is performed:**

C1	Demonstrate appropriate ethical behaviour and professional conduct in the fulfilment of roles and responsibilities
C2	Demonstrate advocacy and leadership in advancing clients learning, career development and personal concerns.
C3	Demonstrate awareness and appreciation of clients' cultural contexts, concerns and strengths to interact effectively with all populations
C4	Integrate theory and research into practice in guidance, career development, counseling, and consultation.
C5	Demonstrate the skills to design, implement and evaluate guidance and counseling programs and interventions
C6	Demonstrate awareness of their own capacity and limitations
C7	Communicate effectively with colleagues or clients, using the appropriate level of language
C8	Demonstrate knowledge of updated information on educational, training, employment trends, labor market, and social issues
C9	Demonstrate social and cross-cultural sensitiveness
C10	Demonstrate the skills to cooperate effectively in a team of professionals
C11	Demonstrate knowledge of lifelong career development process
C12	Demonstrate skills and knowledge related to effective and appropriate use of technology

Tasks

Regarding the specificity of the guidance counselor in compulsory education, IAEVG details the **specific tasks to be developed in the educational guidance setting by the different professionals involved** (teachers, professors and guidance counselors):

- Show interest towards the students' potentials and competencies for their full development
- Guide students at individual and group level through the development of education plans
- Accompany students in their decision-making and self-awareness process
- Accompany students to choose their academic career
- Accompany students to overcome their learning hardships
- Encourage and help students into participating in international exchange programs
- Consult with parents the education progress and development of their children
- Help teachers improve their teaching methodologies
- Help teachers integrate guidance in the curriculum
- Promote career education and the competencies for the professional project management in the curriculum as a means to address individual and group differences in the ability to search, interpret, assess and apply professional information.

Reading carefully these differences allows the identification of the guidance at schools, as we have been telling, as clearly linked to its goals of individual prevention and development, leaving aside aspects more related to the welfare with which guidance has been identified historically and wrongly.

Functions

Lastly and clearly, the attainment of all these tasks in schools is only possible as long as guidance **counselors and teachers can adopt different roles when performing their functions:**

- **Advisor role**, from the creation of a personal link with youths and the direct delivery of contents to work on, in group or individually, during school hours or mentoring times.
- **Organizer role**, to schedule, develop and assess the curriculum on academic and professional guidance when it is performed during school hours through specific programs.
- **Consultant of mentors and teachers role**, in two scenarios:
 - o when guidance programs are applied by mentors and school teachers, planning and coordinating their intervention
 - o when the objective is the integration of guidance in the curriculum, making them work with the contents available in each subject.
- **Consultant of families role**, since family influence is usually the one tipping the balance on youths.
- **Coordination with external guidance services role**: City councils, youth centers, voluntary sector organizations, etc.

A fair division of tasks between guidance counselors and teachers in the framework of a systematized program defining a clear and coordinated implementation of the core principles of academic and professional guidance in the school and taking into account both the family and the rest of public services in the closest environment is key to provide our youths with the self-management competencies demanded by the 21st century society.

5.7. Actors in the guidance process: teachers, families, local technicians, youth models, etc.

These roles highlight the several levels of interrelationship involved in the guidance process in the school setting. The guidance counselor, widely accepted and according to the type of organization in which they work, will always be connected to and coordinated with the other actors in the process. They will also take into account the following factors.

The real leading actors: the youths

First of all, it is worth recalling that the real leading actors in the guidance process are always the youths; therefore, the main achievement in guidance is creating a trusted environment that makes them feel accompanied at all times. In order to do this, the contents of the guidance process should be adapted to the life moment in which the youth is and to handle it as tailored as possible, taking into account their interests and boosting their independence to make decisions to let them feel like the real leading actors in the process.

At the same time, it is important to clearly set out the service and to provide any information on where to go and who to speak to when needed, since a fuzzy organizational structure can add to the confusion.

Mentors, teachers and school counselors

Unfortunately, more often than not mentors and teachers are the ones who end up providing guidance virtually without any resources or specific technical expertise. Under these circumstances, the role of school counselor should focus on support and coordination, so the task can be provided in an effective and targeted manner. In this scenario, providing mentors and teachers with all the resources needed to help delivering a task left aside many times due to a lack of time, training and even awareness of the importance of the guidance in the learning process of the youths will be key.

Secondly, a more appropriate scenario in which more and more schools are arriving includes the design of systematized guidance programs clearly identifying the contents to be worked, the phases, stages in which are going to be worked and the roles of different actors involved in its implementation (guidance counselor, mentors, teachers, families, local technicians, former students, etc). However, these programs are still being implemented as additional actions in the daily life of students at school. Their main goal is helping students choose their future education after finishing their compulsory education.

Lastly, albeit not significantly, cases of cross-sectional guidance in schools through the integration of its contents in the curriculum are on the rise. Such programs are very interesting since they tend to place value on guidance processes and integrate all the principles identified as fundamental in the What is guidance and what is not section, but they presuppose a level of involvement on behalf of teachers and mentors that must be promoted and coordinated effectively.

Families

Given the obvious shortcomings in academic and professional guidance systems in our country, families keep being the main pillar of academic decision-making of youths. In this sense, it does not matter how much resources from public bodies are used into advertising campaigns favoring the transfer of students to vocational options, it is very difficult to change the traditional momentum by which most choose high school, few vocational school and the most needed in guidance end up in programs pretending to give a quick access to the labor market but ending up as dead ends and increasing the frustration in already stigmatized youths.

The creation of systematized guidance programs with families as a key part throughout its implementation, as well as providing clear information on a quality service managed by available and involved professionals will promote:

- that the most involved and worried families for the future of their children would be able to delegate the guidance role assumed in favor of a quality program in which their children can define their academic itinerary consciously and responsibly.
- that students with family estrangement have the same opportunities to define realistic academic itineraries, boosting their success options in post-compulsory stages.

External guidance services

External guidance services are any services (presentations on education choices throughout the territory, on labor market, on resume creation, etc.) offered by city councils and voluntary sector organizations to schools in the framework of their academic or professional guidance actions.

While these are mostly designed to give a second chance to drop-out youths and their current presence in guidance actions in schools is symbolic, a good coordination and involvement from these services in the framework of a systematized guidance program can be critical to redirect cases under a higher risk of early drop-out, since they can cover some deficits in guidance systems at schools, as well as supplementing and enhancing their actions in very complicated cases.

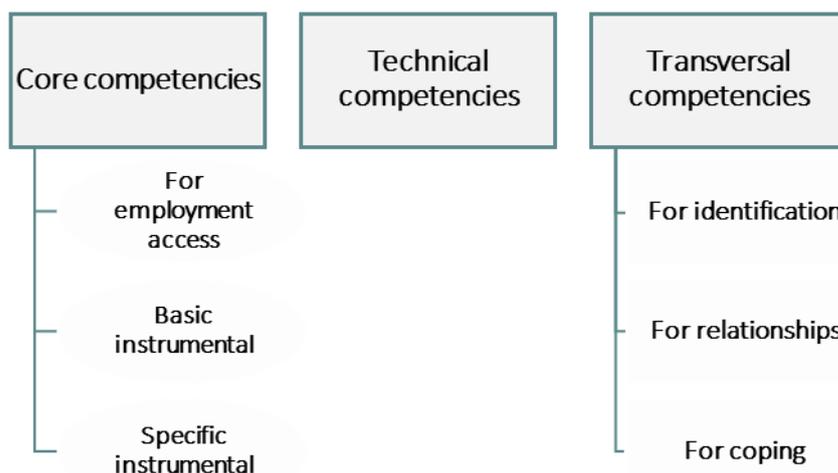
5.8. Guidance by competencies model: methodology, objectives and implementation stages.

Clearly, the Fourth Industrial Revolution has changed totally the production logic of economic systems globally. In most specialized and repetitive jobs, and those related to data management, the technology is clearly displacing workers. It is exactly in this situation when human input is most valuable, specially in tasks that machines cannot perform. Even though an academic or professional certificate were once enough to take up a job, the complexity and competitiveness featured in the current production system, as well as the subsequent rise in training options, rendered this fact as not decisive.

Specifically, to focus on the individual and go beyond the restraining characterizations of

«Academic Certificate, Professional Background and Other Data» the concept of professional competency, understood as the integrated and complex set of expertise, skills, abilities, and behaviors brought into play for the execution of a particular occupational activity and contributing to the career success» is starting to be used (Marta Colomer, 2008).

To work on these competencies, having an analysis model enabling their identification and classification to define easily transfer and improvement strategies is useful. *The Istituto per lo Sviluppo dei Lavoratori (ISFOL)* created by the end of 1990s a grading model which divided competencies in :



Core competencies: recognized expertise in a specific sociocultural context as requirements for social functioning. Reading, writing, having a minimum level of technology mastery, but also knowing the basic tools for searching a job or, in a city, knowing how to use public transport, for example.

Technical competencies: set of expertise and techniques needed for performing a particular occupational activity. That is to say, the specific expertise needed by a worker to develop their task as a mechanic, a doctor, a computer specialist, etc.

Transversal competencies: set of wide scope expertise, skills, abilities, and behaviors interacting to give answer to different work situations with different levels of complexity. In this case, unlike the previous one, these are competencies (communication, adaptability, responsibility, interpersonal relationship, etc.) used by most professionals while performing their tasks, regardless of their job, hence the name transversal. In a world with an oversupply of graduates, they have acquired a crucial value to pass selection processes.

Guidance by competencies, therefore, is an individual-oriented approach. An approach that moves beyond the immediate assistance in training and occupational decision-making, highlighting the power of the people to manage their own career and the development of their employability competencies.

Furthermore, it is understood as an ongoing process throughout their life promoting individual independence by linking their different settings and easing the integration of their experiences beyond formal learning.

To carry out this process, individuals must search and find an answer to the following key questions:



How am I?: every individual must analyze the different elements involved in the definition of their own self-image and be aware of the existence of a direct connection between them and the decision-making process to be done when defining an academic and professional itinerary. Specially during the school years, this task is crucial for the youth to start a path of personal growth enabling them to achieve personal and professional goals.

Where am I?: the sociocultural context from which we come, other people's expectations, evolution of society, academic and professional potentials in our environment. All these items represent the framework of action in which the decision-making process is performed. The complexity and dynamism in this setting make it essential to provide individuals with analyzing tools, assume some of their limitations and be aware of the chances arisen.

Where am I going?: Defining one's own academic and professional itinerary is an arduous and constant task of contrasting between the answers given in the first two questions over time. The more capable of deepening in the self-awareness and in the environment exploration, the more information to make informed and right choices. In this stage, boosting the identification competency is key, since from the detection of strengths and improvement areas related to the setting in a point in time, the youth can learn to define and implement plans to improve competencies as a means to self-manage their academic and professional over time, an essential competency to face our current world.

The answers to these key questions **allow the individual to define their academic or occupational goal from the fitting of competencies, aiming at the balance between competencies** identified in **How am I** and the education or occupation where they want or think they could work (**Where am I**). After defining who is the individual, what do they want and what does the education and production systems offer them, the goal is defined and confirmed, and the itinerary for the execution of their professional project is designed, according to the phases defined by the youth themselves.

In sum, we think that this is the ideal model to define systematized guidance plans enabling schools to provide their students with self-management competencies which, apart from allowing them objectively choose their further education, they are empowered to face future challenges.

5.9. How can guidance help us reduce ESL

Analysing the phenomenon as a whole shows us that ESL mainly affects two groups:

- Students who, after obtaining the compulsory secondary education diploma, drop out from further education.
- Students without the compulsory secondary education diploma.

Hence, the most efficient strategies are the ones defining more direct actions targeting individuals from these two groups. Undoubtedly, guidance is one of the most helpful actions in this sense.

Drop-outs with secondary diploma

This group is mainly comprised of youths choosing their studies erratically and without any clue of what they truly want to do. In this sense, two clear profiles can be identified:

- The ones choosing high school because it is the most popular choice, due to its higher social status or family pressures. They drop out when the academic demand rises and difficulties and bad marks appear.
- The ones deciding for vocational school but choosing the wrong program. For instance, people choosing a degree in videogames because they love playing and without being aware that 75 % of the time will be spend developing software and not playing. Months later, drop-out is unavoidable.

Dropping out has an unnoticed side effect: a direct blow to the self-esteem of most drop-out youths. The feeling of frustration and failure and the difficulty to face it in front of their families and friends make them increase their risky behaviors, and at the same time they acquire an education aversion that, in some cases, can lead to some years wasted sitting around and doing nothing in their lives.

We all know cases like these in our environment, they are very easy to find in guidance services for youths neither studying nor working and also very easy to redirect through a tailored guidance program with the features detailed in this module. Discovering something that they really like and are motivated by, the clear path to their goal and the fact that they are youths with already developed learning habits make it easy for the youths to overcome this deadlock situation and return successfully to their academic and professional itinerary.

No secondary diploma

Unlike the first case, this is a very mixed group with very specific problems. Therefore, offering single recipes to provide global answers for all cases in the group is very difficult, but guidance takes a particular meaning to cover this diversity.

The ability to take individual-oriented actions, making them the leading actor in the process, along with the coordinated intervention of different existing resources in the region (school, family, local services) in the framework of a tailored plan, allow the youth to:

- have the proper resources to handle their personal issues that, despite being mostly out of the schools, are the direct cause of most problems in them.
- identify their strengths as a means to their empowerment and being able to face and get over the role of losers, rogues and misfits adopted and reproduced during all their school years.
- discover what professional profiles fit better to their competency profile from a detailed analysis of the environment.
- identify, from the difference between their profile and interesting professional job positions, what are the points to improve to be able to access them.
- define a professional goal, as well as the more realistic academic itinerary to achieve it.

Being aware of the starting point, of the available tools to overcome difficulties and the path to be taken to achieve their goal is an element offering a realistic chance to these youths to overcome their role as losers and resolutely confront the possibility to resume their education as something useful to fulfill their dreams.

Thus, an academic and professional systematized guidance program in compulsory secondary school education would reduce substantially the number of youths living through these serious traumas, thereby saving:

- the personal suffering through which youths in both groups experience.
- the resources devoted by public administrations to these training places that will end up empty a few months after starting the course.

Definition of improvement proposals to encourage a reduction of ESL

It seems clear that what is really essential from the academic and professional guidance, as a means to promote a reduction in early school failure, is **the implementation of an integral and systematized guidance program with the following features:**

- a. A single system for all youths.
- b. Serving in a tailored manner and taking into account their interests.

c. Providing them the required competencies to cover independently their self-awareness, information search and decision-making needs, hence enabling them to self-manage their lifetime project.

d. Structured on the foundations of the networking, taking into account families, public administrations and businesspeople in the region.

e. Highlighting the prevention of early drop-out.

f. With an assessment system ensuring the quality of the system and the best use from students.

To make it possible, the education authority in charge must guarantee that **professionals take full responsibility of the following guidance actions:**

a. Receive specific training to enable them implement efficiently any planned actions.

b. Be provided with enough technical, pedagogical and economic resources to carry them out.

c. And, above all, have enough time to implement a program that must go far beyond offering a one-off help when it is time to choose their education.

Lastly, and as a means for a successful implementation, it is essential to design them through as a task in each school coordinated with local and regional public authorities and having into account two main elements:

a. specific characteristics and needs of students.

b. existing public and private resources in their environment.

While each school must design its own model, some proposals are provided here that can serve as the first step for its design.

Architecture

Regarding organizational structure, the systematized guidance program can be implemented:

- On an integrated basis in the subjects: in this sense, guidance becomes another item in the tasks to be done by the students and lets the involvement of the whole faculty, each member from their area, in the academic and professional guidance of their students. By doing so, the guidance program contents are allocated between the several professionals in the school designing their didactic proposals to develop the curriculum through activities favoring

self-awareness, environment knowledge or decision-making strategies, thus achieving the implementation of a guidance program both curricular and by competencies.

- On the foundations of an independent research project, complementary to curricular activities, where the student must confirm or refute the initial scenario of their own lifelong project. To this effect, a specific and systematized material is created, along with a set of activities enabling students, backed by a specialist, carry out a process of reflection and analysis on the topics considered essential for the personal, academic, and professional guidance.

In both cases, this exercise should let them create their professional project in a reasoned manner. It is advisable to force them to defend their project in front of a tribunal composed by practitioners for its assessment. Thus, the youth will not only make an independent and objective decision on their academic itinerary in the short-term, but also the development of self-management competencies on their lifetime project is ensured.

Contents

Regarding contents, its distribution is determined by the number of courses taken into account when implementing the guidance program. In any case, from our perspective, the guidance program, regardless of its architecture, ideally should be implemented on an ongoing basis throughout the four years of compulsory secondary school education.

Thus, if we follow the three key questions that any guidance program aims to answer, our proposal for an ideal distribution of contents should be the following:

- **How am I?:** the individual's competency profile must be defined during the first two years of secondary education, being necessary its revision and update in the framework of one's own actions to answer the following two questions.
- **Where am I?:** working to discover the environment (education choices, career prospects, labor market characteristics, etc.) is ideal in the third year of secondary school, as a means to favor the itinerary choice in the last year.
- **Where am I going?:** the last year must be used to define the academic itinerary from the difference between the youth's personal profile and the market demands, favoring an objective decision-making, as well as maintaining the self-fulfillment of the student.

In all cases, it is important to understand that the guidance process is not a linear process, but a sequence of circular mini-processes with the balanced dosing of all ingredients as its

cornerstone, having into account the specific life moment in which the youth is and the implications in their needs and cognitive skills.

Whatever the format chosen for its design, we are convinced that a guidance program

- Serving youths in a tailored manner.
- Providing them the required competencies to cover independently their self-awareness, information search and decision-making needs, hence enabling them to self-manage their lifetime project.
- Structured on the foundations of the networking, taking into account families, public administrations and businesspeople in the region.

is a comprehensive solution promoting, along with the implementation of other solutions, a reduction in early school failure that, unfortunately, affects too many youths in our schools.

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GOOD PRACTICES AND EXERCICES

Motion for a resolution of a case study applying the different resources

An activity is proposed below to put into practice all the aspects included in the module.

Main goal

Analyzing the characteristics of academic and professional guidance models implemented in their workplaces (schools, local services, organizations, etc.).

Specific goals

- Identifying the potentials of their guidance models.
- Identifying what aspects should or could be improved.
- Make a redraft proposal for the guidance service including the acquired knowledge.

Activity

1. Structure. Point out the features included in the guidance model in force in your workplace and answer the following questions.

It is a single system for all youths.

- How does it achieve it?
- According to what is explained in the module, how would you improve this point?

It serves in a tailored manner and takes into account their interests.

- How does it achieve it?
- According to what is explained in the module, how would you improve this point?

It is structured on the foundations of the networking, taking into account families, public administrations and businesspeople in the region.

- How are families taken into account?
- What external resources is using? How?
- According to what is explained in the module, how would you improve this point?

It highlights the prevention of early drop-out.

- How does it achieve it?
- According to what is explained in the module, how would you improve this point?

It lets the students create their professional project in a reasoned manner and defend it

- How does it achieve it?
- According to what is explained in the module, how would you improve this point?

It has an evaluation system ensuring the quality of the system and the best possible use from students.

- How does it achieve it?
- According to what is explained in the module, how would you improve this point?

2. Contents. Point out the features included in the guidance model in force in your workplace and answer the following questions.

It provides youths with the required competencies to cover independently their self-awareness needs (How am I?).

- How does it achieve it?
- What are the individual aspects taken into account (competencies, values, interests, etc.)?
- According to what is explained in the module, how would you improve this point?

It provides youths with the required competencies to cover independently their information search needs (Where am I?).

- How does it achieve it?
- What are the environment aspects taken into account (education system, labor market, etc.)?
- According to what is explained in the module, how would you improve this point?

It provides youths with the required competencies to make decisions independently, hence enabling them to self-manage their lifetime project (Where am I going?).

- How does it achieve it?
- What are the strategies taken into account?
- According to what is explained in the module, how would you improve this point?

3. Model. From the analysis performed, point out the most appropriate statement.

The guidance model in force in my workplace:

- Is a specific action
- Is a systematic and sustained process
- Is mostly based on welfare
- Empowers for the self-management
- Provides information
- Selects information
- Gives answers
- Asks questions
- Promotes individual fitting to the market
- Promotes individual self-fulfillment

- What aspects should be improved urgently, according to you?
- How would you do it?

4. Lastly, what is the ideal model to be implemented in your workplace?

- A curricular and mastery model implemented on an integrated basis in the subjects
 - Why?
 - Do you think it is feasible in your workplace?
 - How would you do it?
- A model structured on the foundations of a research project
 - Why?
 - Do you think it is feasible in your workplace?
 - How would you do it?

Current state of guidance in compulsory and further education

What is guidance and what is not

Give examples of guidance actions for each element in the list:

SPECIFIC ACTION	SYSTEMATIC PROCESS
ASSISTANCE	EMPOWERMENT FOR SELF-MANAGEMENT

PROVIDING INFORMATION	PICKING INFORMATION
GIVING ANSWERS	ASKING QUESTIONS
PROMOTING INDIVIDUAL FITTING TO THE MARKET	PROMOTING INDIVIDUAL SELF-FULFILLMENT

Guidance counselor profile: key issues to master

Describe situations in which you had to assume different roles of guidance counselor.

ROLE
ADVISOR
ORGANIZER

CONSULTANT OF MENTORS AND TEACHERS
CONSULTANT OF FAMILIES
COORDINATION WITH EXTERNAL SERVICES

Actors in the guidance process: teachers, local technicians, families, youth models, etc.

Before Christmas, a 4th year of secondary school student says in an individual tutoring session that, since they are going to turn 16 in January, they are not coming back to middle school after the holidays.

What would you do taking into account the possibility to get the different actors in your territory involved?

Guidance by competencies model: methodology, objectives and implementation stages.

Describe a practical activity to be done with your students / users to work:

HOW AM I?	
WHERE AM I?	

<p>WHERE AM I GOING?</p>	
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ASSESSMENT

Definition of improvement proposals to encourage a reduction in early school failure.

What guidance actions would you perform in your workplace in order to reduce ESL?

Write a short paper containing the key actions and the exemples

MODULE 6 : SOCIAL SKILLS, AUTONOMY, CRITICAL THINKING

Objectives:

- Define social skills, soft skills;
- Understand the importance of social skills
- Discover how to take into consideration the social skills and to develop them at school

Contents:

- Definitions: social skills, soft skills
- Autonomy
- Critical thinking

INTRODUCTION

School is not only a place where students learn "academic" skills, they experience society in all its facets. It is therefore at school that they develop broad social skills, i.e. the psychological, social and emotional capacities necessary for personal development (OECD, 2017). The consideration of social skills to improve the school environment also reflects the importance of an interactive and relational dynamic and better social and school cohesion.

The student only becomes competent by developing the widest possible view of the world. It is therefore not a question of blaming the student's possible cognitive dysfunctions (lack of knowledge, lack of motivation, lack of attention, lack of understanding), but of understanding how he or she can be competent outside of class (Gausse, 2018).

6.1. Social skills and competences

The word "competence" takes different meanings depending on whether it covers. Depending on the language, this word designates **skills of a professional nature**, which answer specialized practical questions. It also designates **know-how in terms of intellectual work**: we speak of the competence to document oneself, the competence to argue, to read a map, to solve a problem, etc. It still sometimes designates elementary **parts of the knowledge whose mastery we want to assess in a specific way**, as for example, when we assess not the knowledge that pupils may have of the plural mark rule in English, but their ability to demonstrate it regularly.

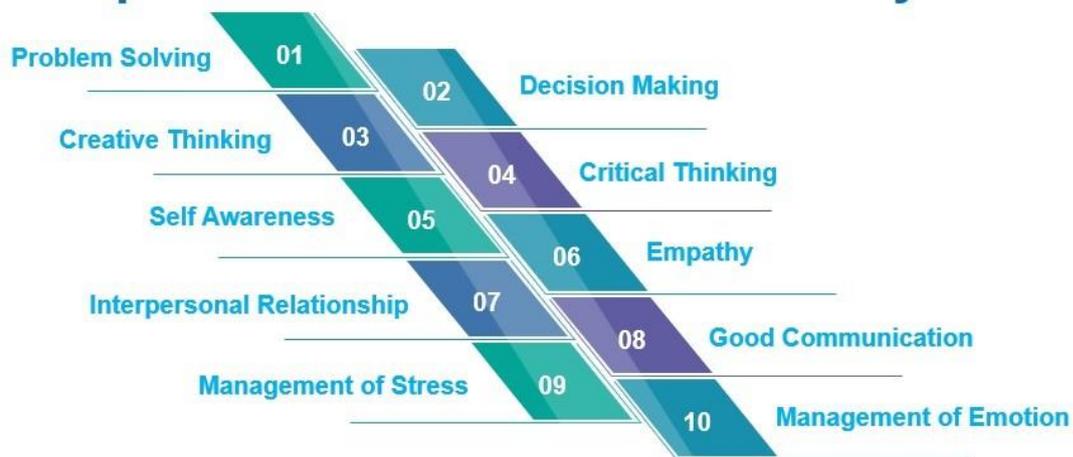
Two constitutive elements of social competence are identified: **adaptive behaviors** (conformity) and **social abilities** which are mobilized in these behaviors. (Gaussel, 2018)

These skills, also called as ‘life skills’ by the World Health Organization define "the abilities for adaptive and positive behaviour that enable individuals to deal effectively with the demands and challenges of everyday life"

- problem solving
- critical thinking
- effective communication skills
- decision-making
- creative thinking
- interpersonal relationship skills
- selfawareness building skills
- empathy
- coping with stress and emotions

Self-awareness, self-esteem and self-confidence are essential tools for understanding one’s strengths and weaknesses.

Top 10 Life Skills Recommended by WHO



More specifically, WHO distinguishes three main categories of psychosocial skills, namely:

- Social skills: communication, empathy, resistance to pressure.
- Cognitive skills: decision making, problem solving, critical thinking and self-assessment.

- Emotional skills: emotional regulation, stress management, self-confidence, self-esteem (Bouuaert, 2018)

6.2. Social skills at school

Several studies show that taking into consideration the social skills at school has a positive impact in students' social behavior but also they help to improve the academic performance.

Social and emotional skills and competences aim to develop five skills in children:

- self-awareness, the ability to recognize one's emotions;
- self-control, the ability to control one's emotions;
- social conscience, empathy towards others;
- the ability to manage relationships with others, learn to resolve conflicts, ask for help;
- the ability to make responsible decisions, to make choices that are based on ethical standards.

The impact of the development of social skills:

- Social and emotional skills (identification of emotions, conflict resolution, adaptation strategy, decision making ...)
- Attitudes towards oneself (feeling of personal efficiency, self-esteem, etc.)
- Attitudes towards others (the idea that children have about what is good or bad for society, such as violent behavior, for example)
- Emotional distress (depression, anxiety, stress...)
- The absence of drug use

School brings together the conditions for the emergence of skills, self-representations and particular behaviors that may be associated with academic success or difficulties. Self-control is a concept linked to the empowerment of individuals, which encompasses several dimensions of a person's development, such as critical thinking, the spirit of fairness, responsibility. The *self* is built through self-perception of what we are (or think we are) but also through interactions with others (Masciotra & Medzo, 2009, in Gausssel, 2018). Facilitating the emergence of self-awareness, to allow the student to take the measure of himself or herself and the world around him, requires an attentive educational relationship with his or her peers and teachers.

6.3. Autonomy

The term autonomy comes from the Greek word *autonomos* which translates separately gives auto: *oneself and nomos*: laws, rules; in other words, autonomy would amount to producing and following its own laws.

The CNRTL¹⁵ states that an autonomous person has the “faculty to determine himself, to choose, to act freely”, or even, that he is an individual endowed with “freedom”. , moral or intellectual independence ”. Autonomy, which is often associated with the idea of freedom, specifies its nature, which is what this new definition provided by Philippe Meirieu (2014) clarifies:

“Autonomy is the ability to conduct oneself. Being autonomous means progressively accessing the issues of one's own actions and not acting solely on the basis of current interests without noticing the type of society that would emerge if these behaviors were systematized”.

Rather, an individual who is autonomous from another will stand out in his capacity to act, to think, to choose within a social environment. According to Philippe Foray, autonomy "is played out in what 'I' do with this socially constituted material that is the 'me'".

Another definition formulated by Robert Laffon (1973) explains this issue of appropriation and awareness of one's own resources in order to gain autonomy: Autonomy consists in making one's own law and disposing of oneself in the various situations for a conduct in harmony with its own scale of values. The ego is a principle of autonomy and we can only speak of autonomy when there is self-awareness. However, autonomy is never complete and must be reclaimed over and over again because we will always remain dependent on our affectivity, our temperament and social demands. Autonomy is to be understood as one of the founding and constituent elements of responsibility.

According to Bernstein (1967), the coordination of an adaptive action in relation to the conditions of the problem admits in the child a certain autonomy in learning. The establishment of a goal would encourage, as soon as it is set, the solicitation of the subject's capacities and autonomous action maneuvers. By entering the action, the student would receive information, which would allow him to adapt his gestures and posture to better control the action.

We can list several **pedagogies orientated to the development of autonomy**.

¹⁵ Centre national de ressources textuelles et lexicales

In this desire to empower children, Montessori pedagogy is a very good illustration of this process of faculty effacement. According to Maria Montessori, for the child to become more autonomous, the teacher must abandon his former status of all power, the sole holder of knowledge and give the pupil more responsibilities within the class, in his learning. She expresses that "a child locked in his limits remains unable to value himself and will not be able to adapt to the outside world". The child must therefore become the main actor in his learning, creator of his own understanding of knowledge. The role of the teacher is the role of guide, of accompanist. From this perspective, Montessori favors an attitude of non-intervention, of withdrawal from the educator. Children therefore have their free initiative to discover various knowledge and learn at their own pace. The role of a Montessori educator is therefore defined in the communication of advice on the choice of material, its presentation, its demonstration; then, once this is done, its observation in case the child shows a need. As soon as the child is introduced to his activity, the educator no longer intervenes either physically or verbally (encouragement) so as not to interfere with the process.

With the same objective of training students in autonomy, Lahire (2001) outlines two areas on which to work to make it emerge in children. It identifies the political pole corresponding to the student's **living environment, common rules and the organization of the classroom space**. Lahire presents the case of a political model described as "family" because it is more flexible and informal as it is unfavorable to the development of autonomy. Indeed, the latter, being vague and more or less arbitrary by the absence of a collective writing of the rules, prevents any reference and potential negotiation on the part of the students. He therefore concludes that this family model is the one that leaves the least room for the autonomy of the child because the latter must frequently ask the teacher for permission to do things, not knowing all the rules. of the game and not being able to really orientate itself in full knowledge of the facts (Lahire, 2001, p. 156).

In contrast to this method, the child gains autonomy when the rules are explained, posted and discussed together. Thanks to this, the child having to make a decision has the possibility of referring to it, he is therefore fully aware of the consequences of his action taken. Likewise, when a student violates the rules established by the class, the teacher must use this tool to explain and give the sanction. The second pole concerns the cognitive and the appropriation of knowledge by the student. Lahire defines the independent pupil as one who "knows how to do an exercise on his own, without the help of the teacher, without asking questions, who can read with his eyes and solve a problem by himself, who knows how to manage in the realization a school exercise with only written instructions ..." (p. 156). For this author, school autonomy is therefore acquired when the teacher ceases to be called upon all the time; It is thanks to exercise files and the management by students of their schedule that it can progress in

children. Lahire initially advocates silent reading in which the child must think for himself, fend for himself in order to access knowledge independently.

In **Freinet's pedagogy**, students are active by taking responsibility for their learning. The importance of the occasional, depending on the events of the environment, and the desire to develop the autonomy of the students, lead him to design a more flexible schedule, treated in large time slots for the whole class and in individual "work plans" that each pupil draws up at the start of the week (p. 8).

So, it is understood that learning is based on reality, the environment in which the child lives, thus helping the latter to understand the concrete - abstract links and to give meaning to knowledge. On the other hand, as in the cognitive pole of Lahire, the autonomy of the pupils is exercised by the management of their timetable and of their work.

According to Henri Elie (2015), learning situations promoting autonomy largely depend on the design of the sessions / sequences offered to students. For this author, learning in favor of autonomy must involve a search for elementarity (cognitive, reflective and argumentative capacities) rather than on prerequisites. On this basis, the teacher then ensures the progressiveness of the content. For Henri Elie, there is real learning when the pupil is able to both learn and teach, hence the importance of setting up situations where the pupil can check his own knowledge, even, confront them with others. The experience of tutoring, of re-explanation in front of the class, socio-cognitive conflict are therefore engines of appropriation, verification and mastery of knowledge.

The work provided in class or at home can therefore mobilize the child's autonomy through research and reflection; as opposed to simply repeating the teacher's lesson to verify that students have learned well.

In school, the establishment of **reflective activities** on the basis of hypothetico-deductive reasoning serves to build reflective autonomy by learning to think one's thoughts.

The autonomy of an individual is assessed in particular by his ability to structure when faced with a problem, an approach, assumptions, and to issue a self-assessed response. This self-assessment process by "thinking your own mind" is useful for the student in the success of an exercise and in the long term his academic success. As children are made aware of reflection, they will be better able to initiate a research activity after finding an error to understand its origin. This skill transposed into the world of work, into adulthood, is discovered as a powerful creative tool, in the resolution of daily activities and problems

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PART II

6.4. Critical Thinking – a Main Goal of Education?

INTRODUCTION

One of the actual challenges in education is the poor performance of children in complex problem solving tasks and the recognition of deeper connections between part of this complexity. This phenomenon indicates weakness in autonomous and creative thinking. There is a danger that deficiency of critical thinking can affect the whole career, and – after the school – can worsen the people's opportunities on labor market. But this fault of education has also direct effects in schools when students consider the school as an isolated world with abstract, useless knowledge, and they cannot see the connection between the acquired knowledge and the everyday life; consequently, **children lose interest in learning and leave the school too early, without a degree**. The problem affects mainly families with low socioeconomic status and is an obstacle to social uplift. No wonder, that the gap between the lower and upper strata of society is widening and chances of economically disadvantaged people are narrowing.

School activities connected with critical thinking can somewhat improve this situation. Although it is not a universal device, **critical thinking provides a transversal tool set for manage the proliferation of information, handle epistemological problems and life problems**. With the help of critical thinking children can **learn through real situations and find answers to**

their real questions, thereby maintaining their motivation. As a transversal tool, it is crucial in formal and informal learning, in evaluation of written or multimedia sources and arguments. Good critical thinking skills help to overcome disadvantages, motivate to study further and – after finishing the school successfully and obtaining a degree – improve the position on labor market. An important aspect for this goal is the benefit of collaborative work: a good training method is based on collective learning beneath the individual performance. The following thoughts offer not a complete introduction to critical thinking but its practice from an aspect of early school leaving prevention.

6.4.1. Critical thinking and education

The original definition of critical thinking comes from one of the earliest developers of modern pedagogy, John Dewey. In his famous book *How We Think* from 1910 he uses the concept of reflective thinking that is now concerned as the synonym of critical thinking. He states that reflective thinking is an

“active, persistent, and careful consideration of a belief or supposed form of knowledge in the light of the grounds which support it and the furthest conclusions to which it ends” (Dewey 1910, p. 6).

Since Dewey’s book appeared, many other definitions of critical thinking were formed. Most of the definitions meet Dewey’s original intentions and treat the concept as an organic part of a general educational program. According to this, Ennis formulated the following definition for the concept:

“Critical thinking is reasonable reflective thinking focused on deciding what to believe or do” (Ennis 2015, p. 32).

It is a compact and comprehensive definition that reflects two main features of the concept: **critical thinking is reasonable thinking, and it is always goal-directed**. However, the complexity of critical thinking is exhaustively illustrated in Ennis’ 2016 paper where he enumerates 14 different definitions from academic scholars and an additional 3 from non-academic internet resources (Ennis 2016, pp. 8-9). Different definitions often describe the same cluster of phenomena or experience but highlights various aspects. It is worth to overview shortly the central concepts of different definitions, because the overview itself is an

introduction into the practice of critical thinking as well: it suggests the main processes, habits (skills and competences), and activities of critical thinking that are central in education.

In general, critical thinking can be applied in most of school activities and subjects. It is important in reasoning, logical thinking, drawing conclusions, problem solving, judgement; but also has its place in empirical disciplines, since it provides methods for observation, measuring, and comparison. According to this, the two main features of critical thinking from Ennis' definition (reasonable and goal directed) can be supplemented with a third one, namely: **critical thinking is always systematic thinking**, which is guided by rules, standards, and methods.

In light of former mentioned attributions of critical thinking, it is not surprising that this form of thinking is useful in competence-based education. The Council of the European Union describes eight competences for lifelong learning in its 2019 recommendation, framing the processes of education in a broader social environment (Council of the European Union 2019).

These are:

- literacy
- multilingual
- mathematical-scientific (including technology and engineering)
- digital
- personal-social (including learning)
- citizenship
- entrepreneurship
- cultural awareness and competences, which are essential for an active and successful career

The recommendation is also a call for all European states to organize and control their education system according to key competences, starting at early childhood. In this sense, **critical thinking is a transversal competence, since it is organic part of more comprehensive competences**. Another EU recommendation includes a more detailed framework of competences: DigCompEdu describes the expected competences of educators in a digital environment (Redecker & Punie 2017). Critical thinking is closely linked to more competences in this framework, such **as reflective practice**, selecting between sources, assessment strategies, analyzing evidences, facilitating collaborative learning, and actively engaging learners. However, in addition to these two competence frameworks, critical thinking is connected to other (broader) systems of school competencies too: its role is outstanding in information competences, in digital competences as well as in comprehension competencies. Consequently, critical thinking cannot be treated as a unique, separate competence but as a transversal one; a competence that can be developed from early childhood to adult education, and through various activities from play to vocational education, overlapping all subjects.

Teachers can adopt it as a general disposition to apply systematic rules in thinking and problem-based methods in teaching and learning. With its help teachers can improve the following core skills:

Observational skills. Critical thinking leads to trustworthy observation, showing methods for it, and fostering thinking about conditions, about the roles of direct and indirect observation, about credibility of sensual data. Furthermore, through reasoning about observations, critical thinking can help to draw conclusions and build theories on empirical ground.

Inferential skills. Critical thinking shows the rules how to draw appropriate conclusions from a given set of information. These rules can help in case of observational information as well as of information from databases or various sources and take into consideration the necessary and sufficient conditions.

Information seeking skills. To resolve a problem, one needs reliable information. These skills range from the planning of information gathering to evaluating the acquired information, through judging the relevance and credibility of them.

Reasoning skills. Argumentation is a central and complex activity in thinking. However, not just the active argumentation is important, but the identifying and analyzing of different arguments too, both in cases of live arguments and of using written sources.

Judging and deciding skills. As cited above from Ennis (2015, p. 32), critical thinking is about “deciding what to believe or do”. Generally, the point of thinking is to resolve a theoretical or practical problem; therefore, a proper decision must be made, based on information and reasoning. Critical thinking offers a systematic way to reach solutions for various problems.

It is important to see that these skills are essential in several disciplines and are connected with central tasks in education. Critical thinking – as a mean and a method of education – **starts with good questions and teaches how to formulate proper questions for a problem.** It helps to maintain the focus on the problem, on the actual question or at a particular stage of the inquiry, on arguments. Only a clear question can lead to an explicit answer – of course, through a clear argumentation and inference.

Due to its properties, critical thinking is not a separate subject in education but a transversal method that can be applied in every subjects. In a sense, the main goal of education is to develop the thinking skills in children, whatever the subject is. Or in other words, education without critical thinking does not meet its own goal and results in children who lack some central competences and abilities for a successful career.

6.4.2. Critical thinking and early school leaving

Being not a magic wand, critical thinking cannot affect every aspect of early school leaving positively. Rumberger and Lim (2008) identify the main categories in causes of early school leaving according to the following four: **individual and social**, as well as **school and systemic factors**. Both categories can be divided into further subcategories, and each of them requires different treatment. In this sense early school leaving depends on a wide range of circumstances, attitudes, and attributions. After Rumbergers' theory, the All Factors Framework of NESSE (2010) distinguishes several factors in a broader perspective, within five levels: **Family and community, schooling, pupil and peers, educational system, employment and training**. The different categories or levels and the high number of factors (NESSE describe 190 sub-categories) in both frameworks indicate the breadth of the problem and implicates the complexity of each attempt for a systematic solution.

Although it is hard to accept the situation, it should be kept in mind that educators are not able (and could not be able) to affect all of these aspects, but only a few of them. Students come to school from different family background, from various socioeconomic environment. As a teacher, one cannot affect neither students' past experiences, financial circumstances, nor home health conditions; and cannot prevent parents from taking their children out of the school without graduation when the family's interest is that children should work rather than learn. In spite of all these, an educator has some important means to improve students' performance and persistence in school work.

Motivation is the primary factor in early school leaving which can be affected by teachers. To this end, teachers should arouse the inner urge to common work, and maintain interest for working on school assignments. Differentiated education keeps in mind the diversity of children and of their abilities – hence it is a crucial tool for maintaining motivation. Another one is **active learning**: almost every school task can be formulated in problem-centered way, when student do not get only a subject matter to be learned, but a problem to be solved, through which they can themselves discover that topic. In addition to individual learning, this activity can be supported also by various collaborative methods like project-based pedagogy or group research. Additional motivational aspect is that students could see practical benefits in education, understanding that school work and everyday life are not divided, school does not provide just a “sterile” knowledge. And at the end of learning processes, progressive evaluation methods have motivational effects too. In a broader perspective, general teacher competences can contribute to maintain students' motivation: **appropriate communication style and ability to handle conflicts positively help to keep students' interest and attention to the educational matter**.

That is exactly the reason why critical thinking is important in education. The above listed means preventing early school leaving are also methodological elements in critical thinking. Active learning, problem-based education, differentiation, cooperative methods and various evaluation techniques are organic parts of its toolbox, thus critical thinking is an effective device for preventing or at least decreasing early school leaving.

One more thing can be bound here: children with disadvantaged social background often are better in tasks which are based on everyday experience instead of higher cognitive abilities. However, these latter can be improved when school work is connected with children's everyday experience. Consequently, developing critical thinking should be based on everyday life – and it is also its endpoint, a usable knowledge and ability in everyday life.

6.5. Collaborative learning

One can assume that critical thinking is an issue only interpretable on individual level. Naturally, thinking is a function of the individual, and the tasks of improving critical thinking in schools concern to the development of children as an individual. This opinion is based on the idea of thinking as a private, internal mental process which is hardly accessible for other people, only the thinking person herself/himself has an inner experience of it. But in a broader perspective, **thinking is a part of general human social behavior, and the individual thinking of each person is connected through extensive social life of people.** The same is the case in schools where children can learn to think collaboratively. Supporting this, an interesting evidence comes from the field of intelligence research.

In a famous article Woolley et al. (2010) wrote about the first findings in search for collective intelligence. Their experiment tried to map the relation between individual and collective intelligence, but the results showed that there is no direct correlation (for measuring this, they used individual intelligence tests and results of group performance in video games). The group's performance depended on neither individual's average nor maximum intelligence, but it was correlated with the social behavior of the group; thus, it is worth to introduce the concept of collective intelligence which is independent of individuals' results in IQ tests.

There were explored more essential parameters in group's social behavior which influence collective intelligence. On the one hand, the more the group members communicate, the higher the collective intelligence was. In this regard nonverbal communication had an added significant relevance. When group members were sensitive for social relations, emotional or mood states, and they were able to act accordingly, group's performance highly increased. On the other hand, competitive behavior in group decreased its performance as well as did the

predominance of men: that is, gender heterogeneity had a beneficial effect. Interestingly, individual or group motivation and stability had no effect on collective intelligence.

Woolley's findings can be utilized also in teaching of critical thinking. The above described social behavior is also important during group work in various subjects, where children are examining different problems in collaborative manner. The composition of group has a great importance, and heterogeneity is a significant aspect. When the teacher facilitates the group's work, she/he has to pay attention to group's inner communication. It is obvious that **communities of inquiry are based on collaborative work**, thus the inner relations are decisive for the group's effectiveness; or at least, much more important than the individual knowledge and skills of group members. What really matters, is the **exploitation of individual intelligence in relation to common goals**. In this sense, collective intelligence is an emergent attribution of the group which depends largely on the effectiveness of in-group communication. A well-elaborated collective work method for critical thinking comes from the Philosophy for Children (P4C, Lipman 2003). It is not surprising because Lipman's intention is consistent with the goal of critical thinking. As Lipman declares, P4C helps for liberating children's thinking, to educate free and autonomous citizens for democratic communities and develop central skills for acting in independent and well-founded manner.

Lipman's proposal for collaborative work is the community of inquiry, a small group of children investigating a jointly selected problem. The group's central value is the heterogeneity of its members, which is relevant in several respects: gender, interest, knowledge, ability etc. In other words, community of inquiry is an inclusive group which offers a good chance for children who are at risk of early school leaving to actively participate in collaborative work – and during this work they can assert their interest because the community is based on equality of its members.

Forming these communities can be a fruitful method for critical thinking. Each member contributes to the inquiry with her/his own abilities: one can question, another can form an argument, another can mention a special aspect, realizing this way a kind of distributed thinking. This method exploits also community's unity for preventing early school leaving since it strengthens the boundaries between members. Face-to-face communication, social solidarity, and the common search for interpretations or answers are essential for keeping children inside the group.

Critical thinking skills can emerge during joint work. According to this, teacher's or trainer's role in these communities is mainly to facilitate the common work and to help for the individual contribution to the effectiveness of collaborative learning. To this end it is central to maintain impartiality and rationality of argumentation, and **to pay attention to the tone of reasoning or debate itself: arguments should not target the other person but the other's arguments**. Sometimes it is necessary to clarify or specify the questions and definitions

applied in reasoning. However, it is important **to allow the work to develop freely in community, without essential intervention of teacher**; she/he has only to facilitate and – in certain cases – to correct the group's activity. For critical thinking, a productive discussion originates from children's own thoughts and creative abilities, teachers should only assist in the sense how to discuss together these thoughts. As Wartenberg (2009) emphasizes in his theory of P4C, appropriate model for a community of inquiry is not the teacher-centered learning (which is directed to knowledge acquisition) but a **learner-centered teaching** (which is directed active discovery and cognition). Only the latter can help to prevent early school leaving through the inclusion and activation of children.

6.6. Critical thinking in classroom

From a pedagogical point of view, the hardest task for the teacher is that she/he has to invent more energy and more intense presence during that classes when critical thinking is applied as a method. What is more, it seems paradoxical that the teacher must remain in the background and let the students' activity freely unfold during discussions, but at the same time it is necessary to facilitate the discussion and to help students to form appropriate arguments. It is impossible to plan step by step a class; instead, one must prepare herself/himself for unexpected opinions and turns, and handle situations when emotions can divert a discussion. As it was emphasized above, critical thinking is always systematic thinking: it means that it is guided by methods, rules and flexible processes to acquire reliable and well-founded knowledge about a topic and to act only on reasonable grounds. Teachers' mission in this respect is to encourage students to reflect their thoughts on several levels and aspects. A statement in a discussion always must be inspected by further questions, the concepts in the statement must be assessed by definitions, and the validity of a statement must be considered in various circumstances. In other words, critical thinking can help students to formulate more exact and valid statements – but it is important that **these statements must be formulated by students**, not by teachers.

Open ended questions are beneficial means for facilitating discussions. The problems to be investigated come mostly from students, but when a teacher knows her/his students' interest, she or he can recommend some topics. In open ended questions it is not always clear what counts as a solution for a problem, and these problems are the most fruitful for a community of inquiry.

In these cases, the teacher's task is to **facilitate thinking directly on the problem, not on the possible solutions**. Only after a few rounds of discussion, after examining more aspects are there enough arguments to survey possible solutions. Critical thinking abilities can be

developed much more by discussions about problems than discussions about standard solutions and ready-made patterns of thinking. That is exactly the goal: to free thinking from the constraints of preconceptions and prejudice, from the limits of culturally determined stereotypical thoughts.

A good practice is to reformulate contents of texts, experiences or thoughts to simple statements. The simpler the statement, the more it can be examined. At the same time, this reformulation is a kind of proof: when a content cannot be formulated as a statement, it is not clear, and its truth depends on its interpretation. But statements can be investigated or assessed, whether they are true or false. On the other hand, the form of a statement can conform to the children's cognitive abilities, thus for younger children or for students with learning difficulties, statements can be converted to a simpler form.

It is also worth paying attention to everyone's own thinking. Reflection will be easier if thoughts are shaped into statements, which are supported by arguments. It is crucial for critical thinking that **children should learn how to find arguments for their thoughts**. The easiest way is, when statements are conclusions of arguments. Discussions in a community of inquiry should deal with arguments and statements, not with thoughts, and all participants need to find arguments for their opinions in order to make the discussion productive.

But not all arguments have the same value in a discussion. Thinking critically, one must distinguish two main types of argumentation: explanatory and causal ones. In explanatory argumentation a statement is more loosely supported with arguments. Many viewpoints, aspects and perspectives can be taken into account, and several opinions can be drawn up in a discussion. In contrast, when arguing causally, the connection between argument and statement is stricter, so a causal relationship is more verifiable. Students can study this through problems where direct observation is possible for the community – and these situations can help **to connect critical thinking skills to real life problems**, to examples from everyday life. In addition to reasoning, there is an important field of critical thinking in classroom: **source critique**. Students are getting most of the information from books and digital resources whose checking needs a different strategy in critical thinking.

6.7. Source critique: liberating thinking

Interesting questions, which are worth to build into critical thinking training, are mostly related to the sources of mediated information. However, source critique has an importance in connection with sources of experience too. Sources in this respect have graduate usability: some sources are trustworthy in certain questions but less trustworthy in other ones. A simple example is that critical thinking can help to decide which device should be used for measuring

outdoor temperature and for body temperature. Further, students can consider all experience with respect to content and context dependency. At least, these considerations can lead to see the role of optimal conditions; one needs them for gaining trustworthy knowledge from empirical experiences.

Mediated information sources raise different problems. Recently the internet has become the primary source of information for students, although the access to it is unequal, depending on the socioeconomic background of children. That is precisely the reason why critical thinking has a special task here. Students who have no, or very limited access to the internet are less critical to the information they found there and are more easily deceived than others. Incorrect information causes worse performance, more failures, and can increase the risk of early school leaving. Therefore, the main point is to give them personal experience in assessing the reliability of information.

Group work can be used successfully in these cases too: **students with more experience can help to less experienced ones, and continuous reflection highlights the necessary steps of verification.** Teacher's role is **to facilitate joint work** and to help to distinguish several tools in source critique, emphasizing central tricks of formal and content analysis.

First of all, it is worth to check who is the author of the source in question and whether there is an imprint on that page (in many cases there are neither authors nor imprint, which is suspicious in terms of reliability). The URL itself can be telltale, because there are well-known sites that publish large amount of unreliable information. References have the same importance: students have to check whether there are references at all, are they real, are the cited date correct, and are the referred persons recognized professionals of their field.

Formal analysis needs to cover also the inspection of linguistic tools (Falyuna 2018). A reliable text contains well-defined concepts, proper use of concepts, clear forms of sentences. In this regard, it is worth examining the overall quality of the text too, since a machine translation or a computer-generated text is an uncertain information source. A translation itself need to be handled carefully: **all translations are also interpretations**, and the text could be manipulated during translation.

At least, the tools that was learned in the method of community of inquiry are to be applied in source critique too. When students gained experience in reasoning, they can assess the arguments read in the text. Only the properly grounded conclusions are reliable, and all sentences in deceptive form can weaken the text.

Exciting cases encourage children to think. The internet offers countless examples for practicing critical thinking; teachers can select from them according to the age and interest of children. Today the various sites about conspiracy theories, fake news, "alternative facts" and esoteric doctrines are excellent fields for practice. Students can discuss about them in groups, create a project to distinguish real facts and fake information. While they are examining

sources, verifying arguments and inferences, analyzing texts in form and content, they can discover and draw up the basic principles of critical thinking. An interesting example is the best teacher in this process.

Conclusions

To sum up, two strategies can be formulated as central principles of critical thinking. (1) *Trust, but check it up* – that is, every argument, every source must be taken into account, but carefully. Nothing should be accepted until it is sufficiently supported. (2) *Consider twice, decide once* – that is, one should examine every situation carefully before acting. It is hard to reverse a decision, although it can be adjusted later. Critical thinking can help to liberate thinking and to make better decisions. It provides a practical skill for everyday life and for a successful career. However, its benefits are already evident in school: connecting school work with the life outside the school, children can see the direct advantages of learning. It is the point where education and children's interest can meet – and where the culturally disadvantaged children can be kept in education.

To this end, teachers have to let children discover problems of critical thinking in practice. Interesting questions and real-life examples help to understand the main tools and processes of critical thinking, to develop individual, independent thinking – and as a consequence, investigating these problems frees students' thinking from inner and outer limits, from preconceptions, stereotypes and deception.

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MODULE 7 : LINKING NON FORMAL AND INFORMAL LEARNING

Objectives:

- To explore different types of learning: formal, non-formal, informal
- To know to make bridges between the different types of learning
- To discover of concept of reflection in order to give the sense to different ways of learning
- To identify the concept of reflexion/ reflexivity, professional reflection

Content:

Part I Non formal, informal learning

- The origins of the trilogy
- Formal, non-formal, informal
- Concepts, definitions: Lifelong learning, experiential learning, and youth work.
- Formal learning and learning styles
- Formal/Non formal/informal

Part II Reflection as a key element

- The non-formal and informal learning and its articulation with school system
- The Reflection as a key concept

INTRODUCTION

In a nowadays society, it is necessary to open the field of investigation to structures, organizations or associations, within which a diversity of social forms of learning is highlighted. Today it is more and more acknowledged that school is not the only place for learning. The evolution of knowledge and the concept of lifelong learning (Clayton, 2004) (Donald, 2007) demonstrate that it is possible to learn at any time, in any place and at any age. Education and learning are no longer seen as synonymous with "schooling": inadequacies in the school system have prompted growing interest in non-school forms, as a complement or even a substitute for school. In addition, many children drop out of school when they have not acquired basic reading and writing skills: "this situation has made it essential to use non-formal approaches to broaden, complement sometimes even supplement efforts in formal education" (Hamadache A. , 1993).

Some researchers call for the abandonment of the formal, non-formal, informal triptych due to its ambiguity (Poizat, 2002), whereas others, like Gilles Brougère and Hélène Bezille retain the term informal education from this debate, considering it less as a concept than as a broad descriptive notion "which emphasizes the fact that part of what we have learned does not is not the result of formal educational strategies [and which] opens a window on educational situations where there is no curriculum, no special teacher, no didactics (Brougère & Bezille, 2007, p. 143)

In addition, without necessarily having a theoretical unit allowing to think about learning, research in this field generally share a constructivist approach to the process: individuals, by dint of participation in social practices, develop and construct diverse knowledge and skills (Berry & Garcia, *Éducation formelle et éducation informelle : regards croisés sur la notion de compétence (transversale)*, 2016).

PART I NON FORMAL, INFORMAL LEARNING

INTRODUCTION

In 1967, at an international conference in Williamsburg, USA, the idea, from an analysis of the "world educational crisis" (Coombs, 1968) who analyzes "dissatisfaction in the developing world with the school system" (Evans, 1981, p. 25) was announced. As a result, formal education systems have adapted too slowly to socio-economic changes, and they have been held back not only by their conservatism, but also by the inertia of societies themselves.

The "formal, non-formal, informal" trilogy was proposed in the 1970s by international education programs in developing countries, or more specifically in the rural or "indigenous" world (associated with a critique of systems formal educational programs (Illich, 1971).

During the 1970s, non-formal education became not only a complement to school education but also an alternative for some young people and adults who have been either unserved or underserved by schools. In these cases, the NFE had the role of "providing educational services to a rapidly growing population" that could not be treated by the school (La Belle, 1982, p. 160).

So the development factors of non-formal approaches are:

- "the world educational crises": Critics of school and schooling: inappropriate programs (Ferran, 1977);

- the inability of the school to respond to educational needs and school failures (Hamadache, 1993) (Evans, 1981) : the inadequacies of the school system have caused growing interest in non-school forms, as a complement or even school substitute;
- socio-economic transformations - "the explosion of knowledge" with an increase in the mass of knowledge (Hamadache, 1993);
- Globalization - "the evolution towards a unified Europe" by the needs of new skills, in particular the acquisition of transversal skills.

7.1. Concepts, contexts and definitions

To describe the nature and modus operandi of non-formal learning can be a really easy, and a really difficult challenge too. Difficult, if we aim to approach all kinds of scholarly understandings, as there are many of them, often with different foci, sometimes with contradictory meanings, easy, if we look at certain policy documents (though this challenge can get more difficult too, if we would aim a comparison study of different countries). To somehow overcome these difficulties, the module build upon the European Union framework to life-long learning and non-formal learning.

There are (at least) three umbrella-terms, under which non-formal learning is often mentioned, and both cases need some clarification: **lifelong learning, experiential learning, and youth work**¹⁶.

The concept of lifelong learning, as Nina Volles (2016) points out, has undergone two conceptual shifts since its emergence:

“(1) from ‘adult’, via ‘recurrent’ and ‘permanent’ to ‘lifelong’ – stressing the idea of a cradle-to-grave approach; and

(2) from ‘education’ to ‘learning’ – reducing the focus on structures and institutions, and increasing the emphasis on the individual at the centre of the educational process who has the responsibility of taking charge of his/her own learning” (Volles, 2016, p. 344)

According to the currently used EU definition, **lifelong learning** “means all general education, vocational education and training, non-formal learning and informal learning undertaken

¹⁶ Besides these, naturally, there are a number of interrelated terms and concepts such as extracurricular activities for children and sometimes continuous training for adults, but these are often explicitly or implicitly understand non-formal learning as some kind of derivation of the formal learning – the three emphasised terms understand learning in a more abstract nature.

throughout life, resulting in an improvement in knowledge, skills and competences or participation in society within a personal, civic, cultural, social and/or employment-related perspective, including the provision of counselling and guidance services” (European Parliament and the Council, 2013). Volles (2016) notes, that the practical relation of the EU to lifelong learning has shifted from a humanistic approach (that was characteristic of the European discourses of the 1960s and ‘70s and focused on the development of human personality, solidarity and democracy) to a current utilitarian, neo-liberal one “characterised by economic determinism that changes the relationship between civil society and the state and places more responsibility on the individual” (Volles, 2016, p. 360). As a very critical approach notes:

“employability seems to be the only LLL objective that is compatible with neoliberalism. The Commission promotes it as the dominant goal in the majority of the policy documents analyzed, overshadowing the remaining three objectives, since all policy proposals and criteria set to measure performance revolve around employability (...) individuals lacking the education that will allow the pursuit of personal fulfilment, active citizenship, and smooth integration into society will always be limited to the role neoliberalism reserves for them: the role of the consumer.” (Mikelatou & Arvanitis, 2018, p. 507).

Though these directions would perhaps create a sense of narrow mindedness of LLL it is important to underline that the concept behind is often the reason and foundation for many non-formal learning activities. It is a good cause and explanation for the necessity for such activities.

Another umbrella term, under which non-formal learning is often mentioned both in policy documents and in scholarly literature is **youth work**. The 2010 resolution of the Council of the European Union defined youth work as follows:

“Youth work takes place in the extra-curricular area, as well as through specific leisure time activities, and is based on non-formal and informal learning processes and on voluntary participation. These activities and processes are self-managed, co-managed or managed under educational or pedagogical guidance by either professional or voluntary youth workers and youth leaders and can develop and be subject to changes caused by different dynamics.

Youth work is organised and delivered in different ways (by youth-led organisations, organisations for youth, informal groups or through youth services and public authorities),

and is given shape at local, regional, national and European level, dependent for example on the following elements:

- The community, historical, social and policy contexts where youth work takes place,
- the aim of including and empowering all children and young people, especially those with fewer opportunities,
- the involvement of youth workers and youth leaders,
- the organisations, services or providers, whether they are governmental or non-governmental, youth-led or not,
- the approach or method used, taking into account the needs of young people,
- in many member states local and regional authorities also play a key role in
- supporting and developing local and regional youth work.” (European Commission, 2010, p. C 327/2)

Besides, the resolution notes that youth work :

“complements formal education settings — can offer considerable benefits for children and young people by providing a wide and diverse range of nonformal and informal learning opportunities (...) youth work should provide the opportunity for young people to develop a wide range of different personal and professional skills, free from stereotypes as well as key competences that can contribute to modern society. Therefore it can play an important role in developing autonomy, empowerment and entrepreneurial spirit of young people. In transmitting universal values regarding human rights, democracy, peace, anti-racism, cultural diversity, solidarity, equality and sustainable development, youth work also can have added social value (...)” (European Commission, 2010, p. C 327/2)

Before moving on with the conceptual frameworks, two points have to be mentioned: first of all, the **role of the Council of Europe**. The Youth Department of the Directorate of Democratic Participation within the Directorate General of Democracy has contributed a lot to both the intellectualization and the mainstreaming of youth work. Lately, its 2017 Recommendation on Youth Work defined the concept as follows:

“Youth work is a broad term covering a wide variety of activities of a social, cultural, educational, environmental and/or political nature by, with and for young people, in groups or individually. Youth work is delivered by paid and volunteer youth workers and is based on non-formal and informal learning processes focused on young people and on voluntary participation. Youth work is quintessentially a social practice, working with young people and the societies in which they live, facilitating

young people's active participation and inclusion in their communities and in decision making." (Council of Europe, 2017, p. 2)

The other notable thing is the actual recognition of youth work. Despite (or in addition to) the pursuit of definitions and finding common understandings on the European level, "it should be recognised that at the local level youth workers are often seen merely as 'playing with children' (...), in large parts of society there is no clear understanding of youth work or its impact on young people and the wider community". (Zentner & Ord, 2018, p. 20)

The third contextual element, or umbrella term to be mentioned is **experiential learning**. This training course does not aim to deeply go into the questions of definition, as there is an extensive literature on the subject (see e.g. Kolb, 2014). Here we settle with the understanding of Beard and Wilson (2018):

- "*Experience* is central to the learning process and it takes centre stage.
- The *experiential* dynamic is fourfold: *of* and *for*, affecting the whole person in terms of their *inner* and outer *world* experiencing
- There must be a certain *quality* to experience so as to engage the learner, and be *memorable*.
- The *conditions*, for learning, and learner *motivation*, active *engagement* and *immersion* are significant. (...)
- Learning flows, and is derived from other *experiences* (...)
- Experience is a complex composite, made up of information from the constantly changing interacting inner world and outer worlds (...)
- Experiential learning acknowledges the issues affecting power and control: learners take responsibility for their own learning.
- Experience acts as the bridge unifying typical dualisms such as action and thought, doing and knowing, body and mind, nature and person, practice and theory." (Beard & Wilson, 2018, pp. 12-13)

The many definitions and directions of experiential learning seem to agree on that it can be understood as learning by experiences and/or learning by doing, the differences are more observable, when it comes to the understanding of the concept and process of learning.

Non-formal learning is often associated with experiential learning (see e.g. Norqvist & Leffler, 2017), however, the latter might happen in all educational contexts.

"Informal experiential learning is described as incidental learning and everyday experiences, often learning «on your own» (...) Non-formal learning experiences are planned by instructors and include goals, but are less structured and occur

outside of formal educational setting (...) Formal experiential learning is connected to classrooms in schools and universities, occurring in classrooms or laboratories, using experiments, projects, and other hands-on activities." (Hedin, 2010, p. 108)

7.2. Formal/non formal/informal

Constituting the more general concept of "lifelong education", this triptych poses theoretical and conceptual problems. This classification, in fact, is not only based on "default" categories (two of them being defined as opposed to school form), but the permeability between the established fields does not facilitate the identification of borders. There are indeed forms of informal learning in formal education- the playground in schools for example (Delalande, 2003) - or, conversely, formal devices for learning in informal spaces. This is the case of online video games, in which players borrow from the traditional model of guilds and companionship: mentors, guild leaders and sponsorship logics are indeed formal and formalized learning dynamics (Berry, 2012). The distinction between these three categories is based on four major criteria:

- The existence of a national institution (school and university system)
- The existence of organized structures (school or other: NGOs, associations, extracurricular, health, popular, professional, etc.)
- Identification of a specific target audience (age class, specific population)
- The objective of education with a readable intentionality (expected knowledge, program, recognition of prior learning) (Ardouin, 2014).

Collecting the main characters of each type of learning would help us to distinguish them from each other, however the aim is more to understand them as a system in which the different parts are complete as a whole. To guide through this complicated context, we fix our understanding to the approach where the *individual*, that means the *learner* is in the focus. Thus, in our understanding, the learner is the key in all above mentioned three types, though the way of learning is *different*.

Formal learning and learning styles

Formal education developed in schools, structured content. It has precisely defined certification programs and rules.

In formal learning we are following a structure that is designed for the learners (not inclusively or necessarily together with them) and there is often less flexibility in different aspects (environment, content, requirements, etc.) which is understandable given the formal nature

which is often shaped by official (government or organizational) policies. When it comes to standardized, universal educational contents : theories, procedures, definitions etc., formal education is a feasible way of transferring them. Tough it still can offer certain flexibility for its learner to perform the best way: by considering the different learning needs and linked to their own learning styles. What does this mean? During the process of teaching, it is more than possible and to allow learners to decide on their own about how they prefer to learn.

“Learning style is the format in which a student learns and the most favorable way in which a person receives, processes, and stores information. (...) Learning style can also be considered as the most effective way to explain how a student concentrates, remembers old information, and stores new information.” (Dutsinma & Temdee, 2020)

The different learning preferences can be taken into consideration also within the formal setting, it's a matter of planning. **The VARK modalities**, which theoretical framework is a widely used typology of learning preferences,(see e.g. Fleming & Blaume, 2006) offer a clear framework of how students and teachers perceive learning information.

The learning preferences proposed by the model can be summarised as follows:

Learning style:	Characteristics
Visual	Preference for using visual resources such as diagrams, pictures and videos. Like to see people in action.
Auditory	Need to talk about situations and ideas with a range of people; enjoy hearing stories from others.
Reader/writer	Prolific note-taker; textbooks are important; extensive use of journals to write down the facts and stories.
Kinaesthetic	Preference for hands on experience within a 'real' setting and for global learning.

(Robertson, Smellie, Wilson, & Cox, 2011, p. 37)

The authors refer to learning styles, but, as Fleming (2012) argues, a “learning style would indicate preferences for a wide range of learning behaviours such as preferences for learning at a particular time of day, or in a particular temperature or lighting as well as structural options such as learning with others or with adults or peers or alone or in mixed groups. VARK is about

people and their learning and it focuses on modalities that they might prefer when learning.” (Fleming, 2012, p. 1)

It should also be noted that the author of the concept acknowledges **multimodality** too: “Life is multimodal so it is unlikely that any population with VARK data will exhibit more than 40% as having a single preference. And, a single preference is indicative of the strength of one of the modalities not an indication that the other three VARK modalities do not exist.” (Fleming, 2012, p. 1)

Formal learning can be also less result-oriented thus less stressful for the learners and focus more on the process. In alternative pedagogies this **process-oriented approach** is often more welcomed, and even from the field of higher education there is a growing number of projects and propositions to downgrade the importance of grading. Schinske and Tanner note that:

accuracy-based grading may, in fact, demotivate students and impede learning. Additionally, the time consuming process of instructors marking papers and leaving comments may achieve no gain, if comments are rarely read by students. One wonders how much more student learning might occur if instructors’ time spent grading was used in different ways” (Schinske & Tanner, 2014, p. 165)

Non formal learning

Non-formal education (NFL)¹⁷ acquired outside educational establishments, in particular within associations and community organizations. NFL is a broad and complex concept. The definition of NFE may vary from country to country. Non-formal education is defined by UNESCO as any organized and sustainable educational activity which does not exactly meet the definition of formal education. Non-formal education can therefore be provided both inside and outside educational establishments and is aimed at people of all ages.

NFL includes organized and structured educational activities, characterized by voluntary participation, through the process of sharing experiences (in daily, professional and collective spaces), based on exchange, initiative and equality between participants and which gives the opportunity to get to know each other better, to deepen one's knowledge, skills and abilities throughout life.

NFL covers a wide variety of learning places: youth work, youth clubs, sports associations, voluntary service, training and other activities that constitute learning experiences and often learning situations have focused on real life contexts and natural audiences.

¹⁷ Throughout of the module, the use of the term of “learning” is privileged than “education” in order to focus on the process of learning of the individual

The definition of the working group on non-formal education and social cohesion of the European Steering Committee for Youth (CDEJ) - Council of Europe:

“Non-formal education can be defined as a planned program of personal and social learning for young people aimed at improving a range of skills, outside but in addition to the formal education program. Participation is voluntary and programs are delivered by trained officials from the voluntary and / or public sectors, and should be systematically monitored and evaluated. The experience can also be certified. It generally relates to the employment and lifelong learning needs of young people, and may require, in addition to the youth work sector, the involvement of different governmental or non-governmental bodies responsible for the needs of young people.” (Council of Europe)

Non-formal learning is a way to be guided and supported in the constant learning that surrounds us, with a clear purpose. One of the competences, which non-formal learning can mean a valuable contribution in acquiring is learning to learn, that is very valuable for anyone who often struggles with studying. In the process of non-formal learning we are exposed to situations and activities that purposely enhance learning. Very often this happens through experiencing first and then reflecting on the things what happened. To sum it up let's look at Lynne Chisholm's definition of non-formal learning:

“Purposive but voluntary learning that takes place in a diverse range of environments and situations for which teaching/training and learning is not necessarily their sole or main activity. (...) The activities and courses are planned, but are seldomly structured by conventional rhythms or curriculum subjects.” (Chisholm, 2005, p. 49)

Non-formal learning can provide powerful methods to develop the competence of learning to learn. As Kloosterman (2014) notes, educators might feel the need to become the facilitators of learning.

“Supporting learners in a process in which they walk their own unique learning path, deciding themselves what and how to learn, means a radically new role for educators. (...) [T]he ‘new’ educator ensures that the different paths learners take are pleasant, motivating and challenging. The ‘new’ educator also helps facilitate each individual learner to negotiate their chosen path” (Kloosterman, Learning to learn in practice in non-formal education, 2014, p. 280).

This also shows that non-formal methods can provide means for inclusion (see e.g. Argyropoulos & Kanari, 2019) and empowerment (see e.g. Ravenscroft, 2020) in education.

Different target groups

The adults

La Belle highlights that NFE for adults also serves socio-economic and cultural groups according to gender and residence or individual and social development, health and safety of education, and professional training take a place important. In his view, one of the important features of adult participation in non-formal education is "emphasis on the direct benefit of participation" - important benefits that are "more pragmatic and linked to current needs"

Within the framework of audiences "older adults", he highlights individual and social development activities, questions of identity in retirement communities. (La Belle, 1982, p. 168).

The emphasis is on the "direct utility of participation", linked to current needs. It may be also linked to "Job-training" and associative experiences.

The youth

The Council of Europe envisages that the NFE targets "learners threatened with marginalization and exclusion" as for example the case of demotivated and devalued young people and "with learners having sufficient social and cultural capital to compensate for the lack stimulating formal education" (Du Bois Reymond, 2003).

In youth policy, the main factors are the facilitation of the integration of young people into the labor market, preparing young people for an independent life, active participation in politics where non-formal education offers opportunities and places to work. learning other than school (Conseil de l'Europe, 2007). In the context of a lack of professional skills, non-formal education has the role of "an oil in the social engine".

Children

It concerns an extracurricular activities : the development of the child as a participant in society to learn human values, certain skills and socialize them. But at the same time we can observe the cleavage of non-formal education into two different "worlds": the industrialized countries and the developing countries because the situation is different. We perceive that in industrialized countries, NFE presents itself as a complement or a possible supplement for schools which "are variously criticized for their authoritarianism and rigidity", "their inability to provide basic skills" for children and of young people (La Belle, 1982, p.161). The NFE "focuses on the development of the child as a participant in society" to learn human values, certain skills and socialize them by enrolling them in different extracurricular activities.

In contrast, the goal of the ideology of non-formal education is different in developing countries. The primary audience for this education is illiterate or illiterate, out of school children, women and all those who have been excluded from basic education, more specifically in poor and

disadvantaged areas (UNESCO, 2005). Today non-formal education is one of the strategies to reduce poverty in certain countries based on the nation's literacy.

The role and contexts of non-formal education may vary depending on the needs and traditions of the countries. As Du Bois Reymond (2003) points out, the traditions favoring this education are stronger in Scandinavia and Germany than in Southern Europe.

The main principles of non-formal learning

Hereby we collect the main principles of non-formal learning that is based on the reflection of our practice and experience of international youth work mainly in a European context.

Voluntary participation means that the learners decide by themselves if they want to take part in the learning activity. This sometimes is not being taken seriously enough, or learners are not encouraged to take their own responsibility over their learning. Voluntary participation means that you have the right to decide what is still acceptable in a non-formal learning program and what is not. It also means that the learner should take part in the program because of his/her own motivation and not because of being sent, delegated, forced by someone else.

In the non-formal learning process all participants are *equal*, and there is *no hierarchy* among anyone, including the facilitator of the learning process. This means that we seek a mutual partnership among all those involved, and we value the fact that everyone can contribute to their own and others' learning process. This should be fostered and aimed during the whole time of any non-formal learning program. It means also that learning is everyone's own responsibility and that it is up to the learner how much effort he/she will put in the process.

Self-assessment is another principle promoted by non-formal learning, meaning that it is important to identify learning outcomes, which can be done collectively with everyone, though the learning achievements are not always the same. In non-formal learning we create a space for reflection and leave time for processing in order to have an ideal way to harvest from the learning process later on. In the course of non-formal learning it must be kept in mind that it is a process and it does not happen immediately. Taking part in an activity does not necessary mean that we already understand and learn from it. Sometimes it needs more time and because a large part of the non-formal learning is about the individual, about the self, we need to focus on reflection a lot.

It is clearly visible that youth workers and facilitators of non-formal learning in the European (especially European Union) context have a similar view on the core principles. For reference, Kloosterman and Taylor (2012) described the characteristics as follows:

- “voluntary participation – people choose to be involved and want to be there;
- curriculum is focused on the participant – their learning needs are central to the process;
- the group is a source of learning – in addition to the curriculum;

- assessment starts from self-assessment – people judge their own progress first
- before any external assessment;
- any certification of learning is only implemented if the participants want it.”

(Kloosterman & Taylor, 2012, p. 9)

Learning, in this understanding is an active, voluntary and creative relationship with the learning environment, and it happens both on the individual level and on the group level too.

Informal learning

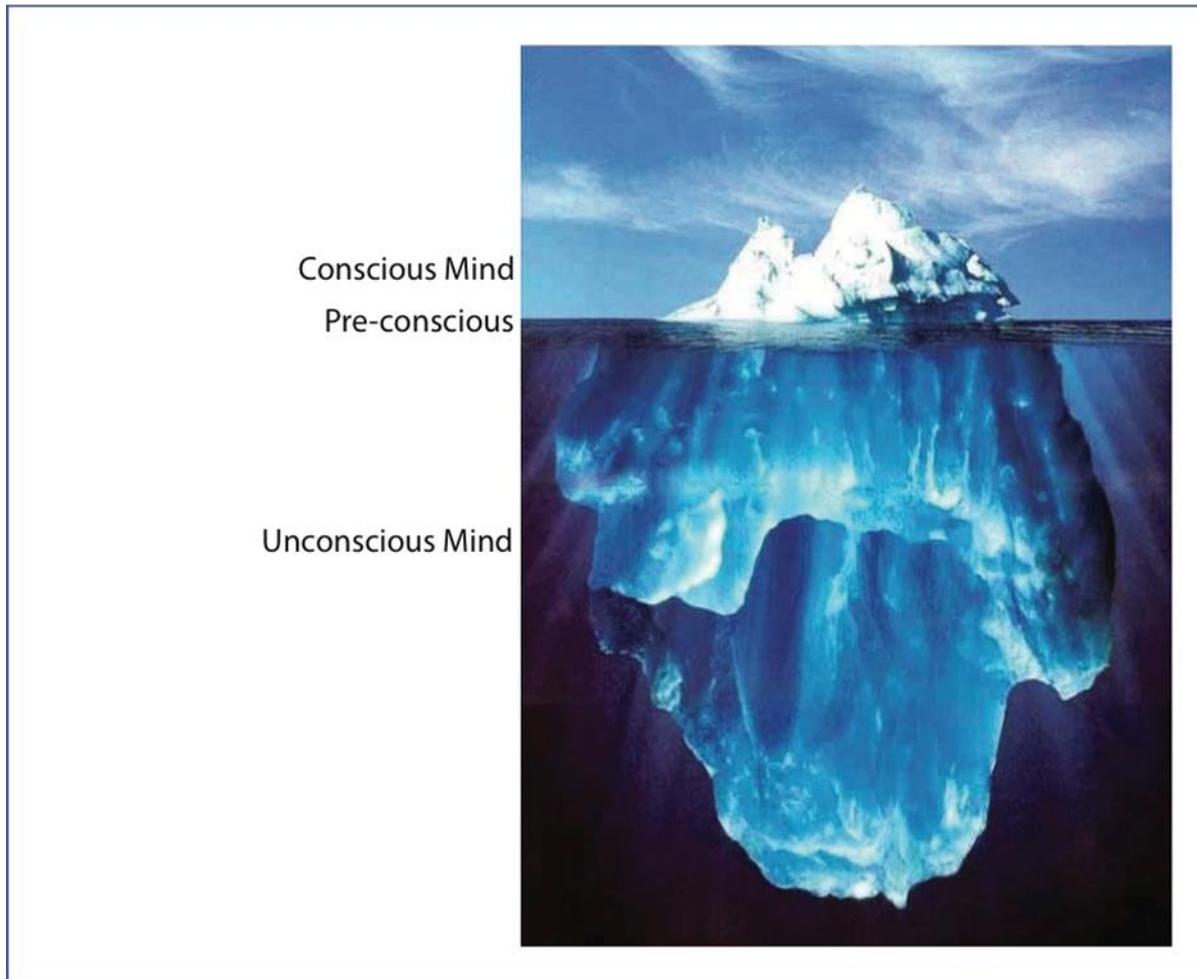
The learning process is a process of osmosis between the learner and his environment. It is a fact that most of the knowledge and skills acquired by an individual over the course of his life are acquired in an unstructured environment.

Informal learning is a constant, diverse and rich arena around every learner, but it is often not reflected or recognized in its importance. When learning informally, it is important to be able to understand and assess the individual achievements of it. Parts of this come naturally: through socialization we learn about ourselves; we learn about the social world around us and the norms and expectations that guide our everyday actions. But the more complex situations emerge, the more important to reflect on them. It is possible to learn here but perhaps not reflecting on the process but only realizing its success: the approval of the visa is a sign. Travelling is anyways often referred to as a medium of informal learning. While getting acquainted with new cultural and social contexts, “there is plenty of information to process and travellers, both for survival and for pleasure, are likely to acquire new perspectives and skills.” (Pearce & Foster, 2007, p. 1286).

To summarize, informal learning refers to learning that is not necessarily intentional and recognized by the individuals themselves, they "draw from the variety of situations, events, or sudden revelations" (Cristol & Muller, 2013, p. 47).

Schugurensky (2007) also distinguishes three types of informal learning: **socialization, chance learning, self-directed learning** (Schugurensky, 2007).

The idea of Tough's iceberg (Tough, 1971) shows the importance of unintentional learning, which they define as the most invisible part of all learning but especially as the most dominant. He considers that this “invisible” learning represents approximately 90% of all human learning



7.3. Participants of the learning process

Finally, as a practice-oriented note, we briefly introduce the participants of the process of learning. The terminology is not accidental, the principles of non-formal learning usually distance the practitioners from using the conventional narratives of *students* and *teachers* as this implies a hierarchical relationship between the parties. Thus we usually talk about learners or participants (especially when talking about specific projects or training courses), and facilitators.

Learners

In non-formal learning processes the largest category of those involved is that of the learners. Regardless the technical role, we believe that everyone is a learner in the process. It is important to mention that usually a group context is preferred in non-formal learning activities – factors like inclusion, motivation and reflection could be mentioned as reasons to this: “Reflecting in a group enables other perspectives to be offered and considered; unlike solitary reflection, it is more likely to facilitate learning” (Goodall, 2015, p. 49). This might vary in the numbers of participants, even in bigger events a non-formal learning activity can be carried out

with enough learning supporters. The learners are having their own individual processes as well as the group process, and the more diverse settings we use during the non-formal learning program the more one can benefit from participation. (For example: a variety of small, diverse-mixed group activities, peer-to-peer activities and individual times gives different learning experience to everyone.)

Facilitator

In non-formal learning processes, there are participants/learners with a special role to support generally the learning process. They are the facilitators whose role is to support the learning process and to take into account the needs and styles to certain extent of each learners. They foster mutuality among the learners and they give directions as well mainly in reflection. According to a manual of the Council of Europe, a facilitator is:

- “a consultant who designs work sessions with a specific focus or intent;
- an adviser who brings out the full potential of working groups;
- a provider of processes, tools and techniques that can get work accomplished quickly and effectively in a group environment;
- a person who keeps a group meeting on track;
- someone who helps to resolve conflict;
- someone who draws out participation from everyone, to ensure that the full potential of the group is achieved;
- someone who organises the work of a group;
- someone who makes sure that the goals are met;
- someone who provides structure for the work of a group;
- someone who is empathetic;
- someone who organises space and time” (Klocker, 2009, pp. 37-38)

To better understand the position of the facilitator, it might be helpful to differentiate different roles in learning assistance:

Educational roles	<i>Teacher</i>	<i>Trainer</i>	<i>Facilitator</i>
Process	Less important	Important	Important
Task/content	Central role	Important role	Co-responsible
Educational methods	Often frontal	Methodological mix	Methodological mix
Communication style	Mainly input	Range depending	Minimal input
Power	Absolute	Absolute-shared	Shared
Examples	School teacher	ICL trainer	Conflict moderator

(Titley, 2002, p. 14)

The role of the facilitator is crucial: while they also fully take part in the process, their attention is more on the other participants than only on themselves.

PART II REFLECTION AS A KEY ELEMENT

7.4. The non-formal and informal learning and its articulation with school system

Regularly encouraged by international institutions, the taking into account of informal learning by the education system remains rare in many countries.

It is not a question of considering that there are two separate worlds of education, one formal and the other informal, but to see that the social forms of learning are distributed between these two poles at least. On the one hand, practices whose educational intentions are at the heart of an activity structured on the model of the "school form" (Vincent, dir., 1994); on the other, learning processes aimed at developing skills through participation in collectives and joint activities (through which learning is only a side effect, a mode of engagement, a condition participation (Berry & Garcia, 2015).

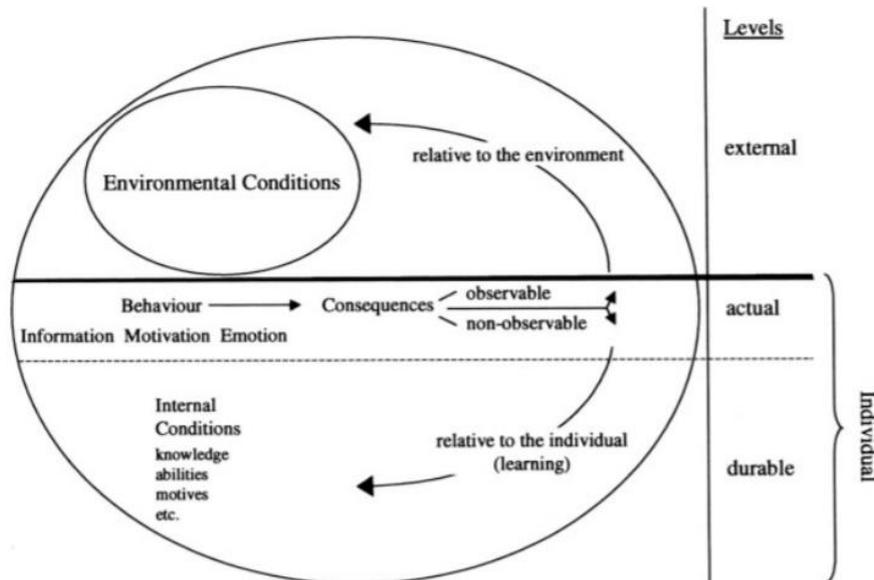
Learning continuously surrounds us thus the only question is **how conscious we are about it**. Being aware of the importance of learning would not be possible only by receiving formal/frontal learning possibilities. Non-formal learning provides space and opportunities for realizing the importance of learning. Many students regularly do an activity outside of school. These activities mainly correspond to outdoor activities: soccer, dance, theater, cycling or running. These social practices (extracurricular activities) are important learning activities for students. They participate in their personal development but their articulation with the school form is difficult. Reinforce reflexive capacities around learning developed outside of school and their use in different living spaces

7.5. Reflection is a key concept

"Reflexivity is the mechanism by which the subject takes the object of analysis and knowledge. For the sociologist, this posture consists in subjecting to a critical analysis not only his own scientific practice (operations, tools and postulates), but also the social conditions of all intellectual production" (Rui, 2010).

Reflection is the construction of meaning. "Not only is reflection the bridge between information and wisdom, it is the process that turns information and knowledge into wisdom." (Carroll, 2010, p. 24) Reflection of learning new things is always an individual process (even when it happens in a group setting, as it relates to individual learning), but it often needs guidance and

a kind of structured nature. Learning might happen in a number of environments and modes, but it definitely needs an active and reflective relationship between the individual and the social environment:



(Straka, 2002, p. 151)

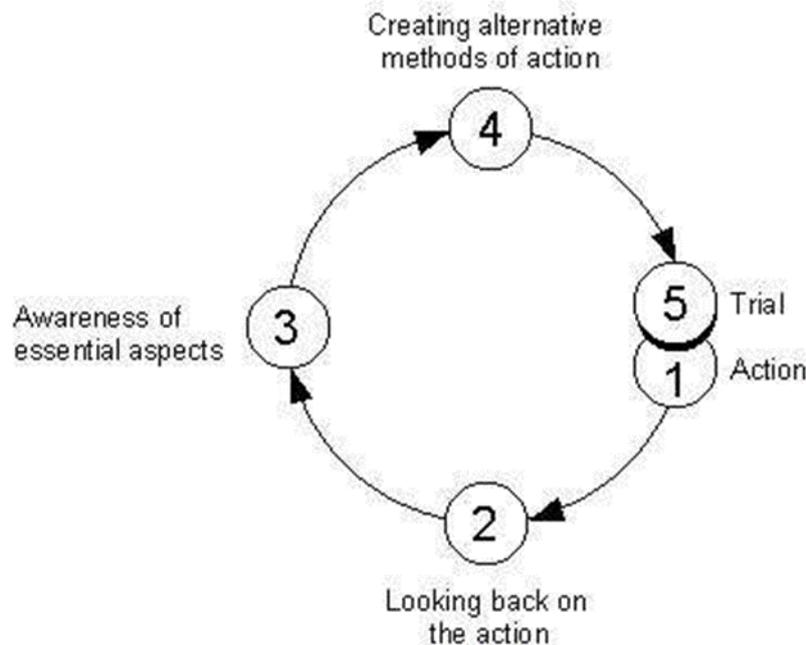
According to Straka (2002) "learning has taken place if, and only if the individual-relative consequences of the interaction between behaviour, information, motivation and emotion lead to a permanent change in the internal conditions of the acting individual" (Straka, 2002, p. 151).

This part will focus on how learning can take place outside a formal learning environment, where there are no formal tests or classical certificates to oblige and *officially* recognize the learning process and outcomes. We will mostly focus on non-formal learning, as this is a methodical way of learning (as opposed to informal learning), but it's visibility and general recognition is not as widespread as formal learning.

Consciousness plays an essential role, critical and creative role, to "readjust experience". Experience becomes learning when there is an awareness of it when discomfort occurs and new functions are forced to take place. To think, it is important to fight against an obstacle, to circumscribe it and to continue until the conclusions which one draws from it allow the readjustment of the experience " (Dewey, 1968). Reflection is therefore an essential issue in human experience because "if it becomes reflected, it can become the method for knowing and acting on nature" as Dewey pointed out (Madelrieux, 2012, p. 1056).

Most authors consider the reflexivity process to have three components:

- a) personal (the "I")
- b) Cognitive (the knowledge mobilized)
- c) interventional (action)



Korthagen (Korthagen & Vasalos, 2005) distinguishes five stages in this process: (1) Action, (2) looking back on the action, (3) awareness of essential aspects of action (4) creating alternative methods of action, and (5) Trial: the implementation of new actions the starting point for a new

These five phases are called the **ALACT model** (acronym that represents the first letters of each phase)

Reflection and give the sense to different ways of learning

So, at first glance, we could say that a failed student is a student in search of meaning, and that a successful student is a student who has found meaning in school. However, failure is also linked to knowledge that makes too much sense for students who cannot distance themselves from it.

Meaning therefore has to do with aim. But if there are conscious aims, there are also unconscious aims; our actions are also determined by our impulses, by our fantasies. Thus, Pierre finds meaning in the physics class because he dreams of becoming an engineer and he understood the importance of this knowledge in his studies. Paul finds meaning in the

physics class, not because he aspires to become an engineer - he wishes to be a lawyer - but because there is a discipline which forces one to reason and which ends in right or wrong , to which he attributes a lot of importance. But Samuel, he finds meaning in the physics lesson, without knowing how to say it too much, without having even thought about it, because his missing grandfather was a handyman and he finds it partly in all these physics teachers he imagines the handymen seeing them in their laboratory

For Gérard de Vecchi, "giving meaning to an activity will mean acting in such a way that the learner is" present "and that he feels the interest of the knowledge addressed (de Vecchi, 2014). This must therefore materialize by putting knowledge into relation with what the "student-person" is: his problems, the questions he asks himself, his history, his desires, his conscious (even unconscious) needs. . "

Philippe Meirieu emphasizes that pedagogues are traditionally divided into two groups: some seek to finalize the activities they offer by articulating them with the desires already existing among the students, others by articulating them with projects they hear their develop and take to heart to succeed. In a somewhat schematic way, in the first case, we start from the idea that it is necessary "to take into account the interests of the pupils to then operate successive displacements which make it possible to pass from what the children want to what the teacher longed for... "

In other words: giving meaning to better understand in order to learn better, that is our goal here. In teaching, it is not always the meaning proposed by the teacher that is retained by the student. Doing without knowing why, is that not what happens in class every day to many students? How many times does a teacher realize that what was retained by their audience is not what they really said? [...] The meaning is strongly linked to the culture, the social environment and the own history of each student;

So, it is important to build bridges, to link different learning spaces: the structuring work, le students do not do it themselves, for lack of habit, because they do not feel capable of it or, more often, because they do not see the utility of it . Working without looking for a sense of what they are doing is common. It's faster, less restrictive, but less effective too, and that is up to us to make them understand, by real requirements, very clearly expressed

This work is also to be renewed and deepened, especially since it is stimulating for students who get caught up in the game quickly and ultimately like to think about it. For this to be effective, it will have been understood, it is the student who must make this structuring effort, the teacher transforming himself during these activities into a resource person, who approves, who guides but in no case who structure in place of the student.

The teacher or educator must seek to create situations that encourage students to become aware of the possible use of the knowledge taught, beyond the limits of the class. Its role is to set up teaching situations that can turn into learning situations for students. It should help students find meaning in school. On the pedagogical level, teaching can help students find meaning if it allows them to become aware of the possible use outside the school of the knowledge taught, to invest in learning and to become aware of the way in which he appropriated this knowledge, to become aware of his conscience, to think his thought. Note that this ability to watch oneself is at the service of the transfer (Develay, 2015).

Learning to learn

Teaching students to learn also means making them acquire a solid methodology allowing them to adapt to the knowledge they will have to integrate. This methodology cannot do without a verbalization phase, beforehand: first of the teacher on the merits of his requirements, then of the students to allow them to put words on their difficulties but also on their achievements or their successes. . For learning to have meaning for students, it must be built with consistency, and that consistency is up to the teacher to give to his lesson. Here is what Xavier Chartrain and Bruno Hubert propose: A shared awareness of learning can be built if the teacher makes the student wonder about what he has learned, which supposes that the teacher wonders about the real challenges of the activities he offers: "In the last five hours that I have just lived with my students, what is really important? " For the student as for the teacher, it is necessary to establish times when we cut ourselves off from the activity, times when putting into words helps to raise awareness, times that contribute to objectification of knowledge.

Help the learner to become aware of his own thought, to be aware of his conscience.

Metacognitive activities (the meta prefix means "next to") have the function of helping students to step aside, to stand next to their cognitive activities in order to explore their intellectual progress. By leading them to analyze the meta-attention, meta-memory, meta-strategy processes that lead to the achievement of a given task, these metacognitive activities allow them to identify and decontextualize the problems they have had to be resolved in school tasks. This decontextualization accompanied by the process of recontextualization in new tasks is at the origin of cognitive transfers in learning.

Learning is this action of constructing the subject by which the latter appropriates parts of reality, a process that can be analyzed on two levels.

- A first level, individual, integrates cognitive and affective data.

- A second level, social, seeks to understand how the cultures represented by the subject and the object are integrated, which are entities located socially, historically, culturally.

But learning is still more construction of meaning than realization of a project: there is learning when the project of learning takes on meaning; that is to say when the project builds a set of benchmarks, a set of values that allow the subject to put his world in order, to build it, and gradually to share his world with those of others. Meaning is thus constructed in the conscious action of the subject who engages and who manages to look at this engagement. Meaning is investment. It is a response to a desire, a motivation, an interest.

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GOOD PRACTICES AND EXERCICES

Objectives:

- To get acquainted with the typology of learning in formal, informal and non-formal way
- To introduce basic non-formal learning methodologies.
- To provide a practical insight on how to introduce the subject to participants of the Alliance project

Contribution to the following competences and skills to be developed:

- Social competences such as inter and interpersonal communication and working with teams
- Basic facilitation skills
- Understanding groups and group dynamics

Structure of this part:

- I. Introductory activities
- II. Group and group dynamics in relation with non-formal learning
- III. Evaluation and reflection activity examples

The collection of activities, techniques mentioned in this module are well-known good practices of international youth work not necessarily created by the authors of the module, however a precise adaptation to the project's goals has been made by us

I. Introductory activities

The following two examples are to foster a dialogue among the participants about learning in general and specifically about non-formal learning. We recommend – in all circumstances- to always start the group processes with introduction rounds:

1. Aims of the group, workshops, session
2. Introduction of participants (simple activities such as where everyone introduces him/herself by the names)
3. Introduction to the program to see what will happen and Q&A in general

Activity 1: Learning to me ...

Aim: To initiate a first group experience among participant where the topic is learning. The activity is self-explanatory and can be the source for any other following exercises, activities.

Ideal group size: 15-20 participants

Materials: markers, A4 papers for small group discussions, other creative materials for presentation, flipchart paper to record main conclusions about learning.

Duration: 60+ minutes (with the introduction preconditions mentioned above)

Process:

1. We kindly ask the group to sit in a way where everyone can see each other's faces. It does not mean necessarily a perfect shape of circle, but a shape where everyone without constant moving can see the eyes.
2. The facilitator tells the group that it's going to be an activity that relies much on individual experiences and requires reflection as well.
3. The first task is to individually reflect about experiences regarding learning. What it means, what kind of experiences you have with it, what is your relationship with it? Etc. This round goes about 10-15 minutes.
4. Then we form smaller buzz groups among participants not more than 4-5 people in one smaller task and their aim is to share among each other what they found out and create a short presentation (can be a speech, a poster, a short play etc.) This goes up to 20-25 minutes.
5. After each group finished the preparation, we ask the group to get back to plenary setting to listen to each other. We ask the groups one by one to share about their conclusions, findings, ideas.
6. The facilitator or one of the participants can eventually record some of the conclusions on a flipchart to summarize it for all participants. We open a round for debriefing and we foster a dialogue to have a common ground on learning.

Questions for debriefing:

1. How do you feel now when you hear the word learning?
2. What have you explored during the activity about learning?
3. Were there any similarities or differences? Why is that?

Activity 2: FINF out

Aim: to realize what do we mean by formal, informal, and non-formal learning.

Ideal group size: 12+ (we will need three subgroups)

Materials: Flipchart, markers, post-its

Duration: 45-60 minutes (depending on the size of the group and the deepness of the discussion)

Process:

1. We create three subgroups with any alternate technique for group dividing: giving out numbers of 1-2-3, or fruit names whatever. This can be also used a good moment to support intercultural learning by using words in the language of the host country for instance.
2. We ask the three groups to work separately from each other and have a quick brainstorming about the given topic. Each group gets one topic out of Formal, informal and non-formal learning. For the brainstorming we give them 10-15 minutes. Ask the group to write down every single idea on a post-it. If necessary, refresh their mind about the principles of brainstorming (no clarification, explanation is needed; no judgement; no bad or wrong ideas)
3. We ask each group to present their results in front of the group and ask them to stick the post-its on a larger flipchart (divided to three parts)
4. After each presentation start a group discussion and reflection whether if every finding are in a right spot? Try to lead the conversation on finding similarities and differences of each learning.
5. The facilitator can support the group discussion with supportive questions, for instance: So why do you think it is F/I/NF learning? Can you give an example of it? Etc.

It is important that participant's ideas are important so when facilitating the discussion please try to take into consideration all aspects and examples mentioned by them. After the group discussion if further clarification is needed please do it so and rely on the theoretical part of the module. Please close the workshop by mentioning the principles of non-formal learning.

II. Group and group dynamics in relation with non-formal learning

Activity 3: ZOOM-IN

Aim: To create a group learning situation which requires participation from each members of the group. Another aim is to foster cooperation and communication among the participants.

Ideal group size: 25+ (if less, the image cards needs to be distributed among the group members equally)

Materials: printed out ZOOM IN image cards in coloured version and laminates if possible (please find enclosed in the module pack), markers-post-its.

Duration: up to 60 minutes (depending on group process)

Task:

You will receive images that are connected to each other and you would need to find the right link and order between the images.

Process:

1. If needed warm up the group with a short energizer. It should not mobilize them the most as the following activity would require concentration, but you can play for instance the Human Knot/Gordian Knot. Look for energizers in the SALTO Toolbox.
2. Explain the group that during the activity every contribution is necessary, and they have no time limit to accomplish though they should find the only solution together.
3. Tell everyone the rules of the exercise (see below) and then give at least once ZOOM IN image card to everyone. Please distribute the cards in a way, that besides who receives no one else can look at the image.
4. Without any interfere let the group to get to a solution and if they disobey the rules of the exercise warn them. The facilitator should pay a close attention on what is happening within the group, if needed can leave notes for the debriefing.
5. After the group finished the exercise check the result and open a debriefing round.

Rules for participants:

- a. The received image cards can only be seen by you, you cannot show it to anyone.
- b. You can describe what you see as detailed as you wish.
- c. You can write notes for yourself about the images and discussion related to it, but use the post-its only.
- d. Once you are sure about the position of your image please put down on in a way that is still not visible to others.
- e. You need to come to a group decision about the right order of the images, and if you are ready you can unfold the pictures to check the connections.

Questions for debriefing:

1. How do you feel about the exercise? What is your feeling right now?
2. How was the process for you during the exercise?

3. Are you satisfied with your own participation? With the group performance?
4. How did you come to a solution together?
5. Would you do something differently and why?

Of course, participants would be fully within the experience and the facilitator would need to realize within the discussion the strong, relevant points to be reflected upon. So, the debriefing questions are only to show some directions, but it depends a lot on the group.

III. Evaluation and reflection activity examples

The following content also serve as recommendation for the facilitators or project managers responsible for the implementation of the modules.

As in non-formal learning any formal assessment of the learning is against the principles, we would like to give some examples on how to include assessment of the learning process for each participants of the courses. This would serve as our suggestion for assignment of this module too!

Please note that the activities proposed here are functioning well during a longer educational activity for participants as after a few hours of workshop this would be senseless to do.

Activity 4: Learning journal

Aim: to provide a space for reflection at individual level for participants to take ownership over of their own learning.

Ideal group size: any

Material: notebooks for all participants (can be their own ones too), pens

Duration: 20-30 minutes each day, plus 15 minutes to explain the process to participants at the first day.

Process:

1. Explain participants about the fact that they are responsible for their own learning process and remind them about the principles of non-formal learning.
2. Explain that the exercise will be self- directed and it is up to them how they would like to put an effort in it. Tough in each day facilitators would dedicate time for self-reflection time so journals could be written.

3. Each day for about 20-30 minutes let the participants to think and reflect about what happened with them and what it means for them in terms of learning. Let them to record it in a way they wish to do so. To further support let them to do this freely but not after the closing of the official program of the day. Otherwise it would mean that reflection is not part of the program.

Activity 5: Evaluation matrix

Aim: To have a clear feedback from all participants about their current status in terms of feeling.

Ideal group size: any

Material: a large poster, surface to draw the matrix, coloured pin sticky notes.

Duration: 15 minutes to explain at the beginning, and 10-15 minutes each morning, the rest is up to participants.

If you have any window surface that is big enough you can use chalk markers to draw the matrix that can be afterwards easily cleaned off.

Process:

1. Create a matrix where the lines are equal plus one to the group size (facilitators, other logistic support person are also included). And where the columns are the equal to the days of the training/educational activity plus one for the names.

Example: if your activity duration is 3 days and your group is consisted of 15 members then you would have 16 lines, and 4 columns.

2. Each day ask participants to give a feedback by using different colours of pin sticky notes. Usually you can provide three colours as statuses for the day: one positive, one neutral and one negative. Participants would anyway freely decorate and leave other comments too. Remind them to do it at the end of the day, or during the morning before opening.

The matrix should be in a very visible, central place of the venue so that people can check regularly and care about each other. Facilitators during the opening of the day can reflect on the matrix and open a round of discussion about it for short period.

Activity 6.: Learning buddies

Aim: To support learning through peer-to-peer process.

Ideal size: big enough to form couples, trios

Duration: 60-90 minutes on the first day then 20 minutes in each day.

Material: Learning interview questions from Youthpass Unfolded Booklet (can be found in www.salto-youth-net and www.youthpass.eu pages)

Process:

1. During the first day of your educational activity ask the participants to choose a partner(s) for the week and form learning buddy couples/groups. They would meet everyday during the activity is going on.
2. On the first day let the groups to meet during the day, so dedicate time during the day not closer to the end.
3. Ask the groups to check the questions of the learning interview and follow the instructions of that activity.
4. This would serve as the base for peer to peer support and let the groups to meet daily to reflect and share together.

To know more : useful educational materials

The planned nature of non-formal learning has been underlined previously, and the planning process can be supported by a number of learning materials. When planning non-formal learning activities, it is always useful to have a possibility to look for tools that can be an inspiration to our own planning. The Council of Europe contributed a lot to international youth work with a huge variety of non-formal learning materials including several studies, handbooks, articles and activities. Their work is well recognized by the international community of practitioners who are preparing, implementing, evaluating non-formal learning programs and is accessible through the youth department's website ([CoE, Youth Department of The Council of Europe, 2020](#)), it also has a list of manuals and handbooks ([CoE, Manuals and Handbooks, 2020](#)) The other key stakeholder in the field of non-formal learning in Europe is the European Union. The SALTO-YOUTH network (which is a network of resource centres under the framework of the Erasmus+ Programme, the acronym stands for Support, Advanced Learning and Training Opportunities for Youth) operates an online Toolbox that includes several educational materials developed by various stakeholders of international youth work field.

MODULE 8: COLLABORATION WITH FAMILIES

PART I

Objectives:

- Discover and understand the complexity of teacher-parent relationships
- Learn to take into account the socio-cultural contexts of families
- Discover the concepts of educational alliance and partnership
- To be able to propose actions in partnership

Content :

- Relationships to be built
- School and family relationship (difficulties, parents' socio-cultural background, families of "dropouts")
- Notion of partnership/collaboration/ co-education
- Notion of educational alliance
- Parenting support

INTRODUCTION

Early school leaving is the result of multiple personal, academic, economic, environmental and family factors. There is less and less talk of failure or dropping out of school, but rather of educational success (a term coined in Quebec in the 1990s). It is undoubtedly more rewarding to strive for educational success than to fight against failure.

While all factors are important, there is one factor that is particularly important. This is the relationship with families. Little by little we have gone from a school that is a "sanctuary of knowledge" to a school "open" to society. For example, families support pre-school teachers, help with primary school outings, get involved in advisory roles in secondary school.

This evolution has changed expectations and gives everyone a common goal that is the success and development of the child and the pupil. Nowadays there is often confusion about the terms schooling or education. This sometimes difficult relationship is very often the result of two phenomena: an increasingly strong demand by parents for intervention on the frontier separating the pedagogical from the educational and a feeling that their professional legitimacy as teachers is being called into question. This leads to relationships of misunderstanding and mistrust.

To what extent can the relationship with families really influence pupil achievement and counter social discrimination?

8.1. Relationships to be built

Elements of family situations to be taken into account.

It is often too easy to blame families for early school leaving. This is due to a multitude of factors and results from the conjunction of several factors that require a systemic approach. One of the risk factors is the pupil's family. A great deal of research shows that the family is an essential part of this success. Sometimes, certain family practices or factors related to it, combined with others such as the school atmosphere, can influence this dropout.

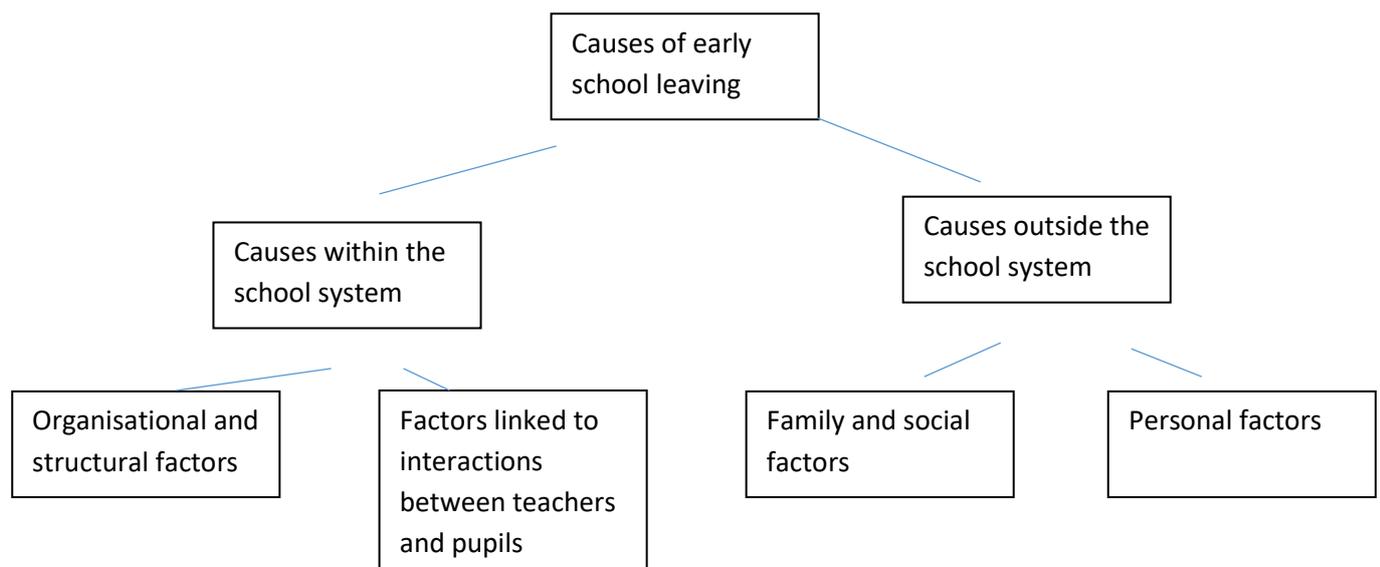


Figure 1: example of classification of different types of factors

One example is **the level of education** of the parents, which has a bearing on the educational success of their children. Even if public education attempts a real democratisation and positive discrimination, some children grow up in families where they benefit from little or inadequate parental involvement.

Educational practices that are inappropriate (too authoritarian or permissive), too punitive or that offer too little emotional support can also be cited as having a negative impact on a child's **educational** pathway.

Some pupils also live in families with **major social or psychological difficulties** in which relationships are conflictual.

8.2. School and family relationship (difficulties, parents' socio-cultural background, families of "dropouts")

What is the relationship reality? There is a great ambiguity.

In most European countries, there is a discrepancy between teachers' and parents' perceptions depending on family situations. All too often still, a request for support or accompaniment of the child's schooling by teachers is perceived by parents as a statement of their failure. Conversely, parents' feedback on their children's feelings of anxiety or difficulty makes teachers feel as if their professional skills were being called into question. We are therefore in a relationship of permanent mistrust and not one of collaboration. To fully understand what is at stake in this relationship, it may be necessary to approach the issue from a number of different angles.

- **From the families' viewpoint.**

There are different types of attitude. Parents who consider that schooling is the sole responsibility of the school and that they do not have to be involved in it. Other families for whom the school world is too strange and complex but who want to do well. They would like more help. Finally, there are often families from a high socio-cultural background who adjust the advice given by teachers but who may also question the validity of this advice.

- **From the teacher's viewpoint**

Teachers often expect parents to have a "normal attitude". That is, they show an interest in their children's academic success (signing notebooks, monitoring homework, coming to appointments). These expectations are often met by middle-class or well-off parents. Many teachers find it difficult to understand that some families do not meet these expectations and speak of resignation because they are unaware of the living conditions of some families, their relationship with school and their impact on schooling.

It is most often the feeling of failure, powerlessness, exhaustion in the face of learning difficulties, despite the many steps taken, that undermines relations with parents. They are sometimes found to be either resigning or, conversely, too intrusive.

The relationships between teachers and parents are difficult and sometimes conflictual. The reasons are most often misrepresentation on both sides due to ignorance and fear of being questioned. But whether we are talking about parents or teachers, they are all at the service of the pupil and must therefore learn to work together or at least to trust each other.

All the actions undertaken to foster this relationship show, whatever the country, the need for the entire educational team to work around the young person. Some also advocate training that would allow teachers and parents to abandon their traditional approaches and develop a common vision and a real partnership.

8.3. Notion of co-education and partnership/collaboration

The 1928 edition of the Larousse dictionary has the following definition of co-education: "to coeducate: to give or receive a common education". For Frédéric Jésus, coeducation means that "we must recognise the legitimacy of all those involved in education". Moreover, it is important to put all those involved on an equal footing. All actors must think of the child's well-being first.

This **coeducation** is often desired in pre-elementary and elementary school. To achieve this, or at least to combat the difficulties encountered by pupils, there is talk of cooperation and collaboration between parents and teachers. These are mostly teacher-initiated processes.

Co-education is a "relationship between so-called 'first' educators, who are the parents, and professional educators who work in parallel and/or successively when the child grows up, in any case alternating with the parents" (Rayna & Rubio, 2010). This relationship is more easily understood in early childhood, in terms of socialisation, development and initial learning, with a sharing of responsibilities that may be easy or difficult, depending on the culture.

According to Catherine Hurtig-Delattre (2016): "The adventure of coeducation is no longer essentially a question of conviviality, but rather a question of learning and education" (p.76).

In France, the Orientation Act of 2013 specifies that **cooperation** "must take the form of increased parental participation in educational action in the interests of the success of all children". There are multiple modalities of coeducation in different countries. In Denmark or Italy, this educational complementarity can go as far as the co-construction of pre-school educational projects.

The other means of **collaboration** used in this process of coeducation is to be seen in the child's skills register. This collaboration is based on exchanges between parents and teachers, through the use of written material such as success books or skill grids to be filled in.

To develop a partnership with families, activities involving parents are organised, such as the presentation of their jobs by some of them. These actions are generally integrated into the institutions' projects. A section of the school project is devoted to the relationship with the parents of the pupils and includes a list of actions to be carried out, determined with them.

Promote a culture of dialogue and debate in parent-school relations

First of all, efforts must be made to develop a certain educational coherence between the home and the school or establishment, showing in all circumstances the respect due to parents as educators. In particular, the "dissociative" vision of educational responsibilities, which is still very widespread among teachers, should be reopened for debate: "that parents play their part and raise their children: then we can do our job, without their interference"

Use of various mediation options

Some organisations have also created "school mediators" whose mission is more specifically to re-establish a dialogue between the school and certain families who are ill-informed, or who are in conflict with a teacher, or who refuse to accept decisions concerning the school life or the health of their child.

Many schools have developed, in an innovative way, and in a wide variety of ways, forms and spaces for meeting these families who are unable to follow their children's schooling in good conditions due to a significant cultural gap. All kinds of varying initiatives (organisation of meals, parties, cultural meetings, exhibitions or events, etc.) allow parents and teachers to participate.

An effort made to communicate

Particular attention must be paid to the concerted choice of methods for communicating school results. The reflection will cover both the content and form of the summary document and the transmission medium(s) used.

Parent/teacher meetings also involve a reflection on the reception conditions of the parents. In particular, interviews must be organised in such a way that parents do not have to endure endless waiting times, only to meet with a harassed teacher for a few minutes who is no longer

able to open a dialogue in an attentive and sensitive manner; a dialogue that all too often leaves both parties disappointed. Parent/teacher meetings must be arranged by appointment, within the framework of a pre-established schedule.

Implementing a policy for welcoming and informing parents

It is essential to develop a culture of openness and welcome for parents in secondary schools (in primary schools, the situation is often less difficult): inspiration can be drawn from the arrangements (discussion places, "parents' room", meeting places, etc.)

Collaboration with families

Parents remain valuable collaborators since they are the ones who are closest to their child. They are also the ones who make the final decisions concerning their child. In addition to promoting pupils' school social adjustment, successful collaboration between parents and school is a protective factor against early school leaving and behavioural problems (Qanosz and Deniger, 2001) and enables young people to better adapt to their social reality (Deslandes and Jacques, 2004). As we saw in the previous section, the success of a collaborative relationship is based on a series of characteristics such as an understanding of the constraints that each party must deal with, openness towards the other person, confidence in one's skills and a genuine desire to collaborate. Even if there is no particular situation to be resolved, parents are important partners in helping pupils achieve success, and it would be to the advantage of the school community to recognise them as essential partners

For Deslandes (2004), the educational role played by parents is a valuable support for working together with the school to promote common educational goals. Epstein (1992) has highlighted some elements for identifying effective models of school-family collaboration. According to this researcher, the more the school promotes regular consultation with parents, the more two-way exchanges take place between parents and school staff. Furthermore, the more parents feel welcome at school (e.g. volunteering of all kinds), the more they feel fully considered in the decision-making process concerning their child and the better the chances that their child will continue to cooperate with the school when problem situations arise.

Collaboration with the family is not always easy to establish, however, and some situations and conditions that may influence its effectiveness need to be considered. It would obviously be desirable to be able to have regular exchanges with the parents of all the pupils in the school, but the reality of school environments shows that it is especially when problems arise at school that contact with parents is most frequent. Conversely, it is the parents who initiate

contact with the school when their child is doing well. In a more problematic context, the parent may experience particularly strong emotions (anxiety, disappointment, incomprehension or powerlessness in the face of the situation), which can lead to more difficulty in communicating and make collaborative work more delicate. In fact, collaboration between the school (represented by the teacher, other involved parties or the head teacher) and the parents tend to become less effective when communication focuses on the child's behavioural or adjustment problems. In these situations where collaboration would be a very positive aspect for the child's progress, it is rather the parents of pupils with behavioural difficulties who are least likely to attend school. Because difficulties in collaboration between the school and parents are often due to communication difficulties (lack of clarity, misunderstandings, mutual demands, blame, confrontations, accusations), Paquin and Drolet (2006), list some conditions that must be put in place to ensure good school-family collaboration such as:

- The determination of common goals;
- The adoption of positive attitudes that encourage resolution; the absence of blame or looking for a guilty party;
- The establishment of a climate of trust and mutual respect;
- The sharing of responsibilities.

8.4. Notion of educational alliance: three levels

Educational alliances can therefore be set up. There are three levels of alliances. One would be "micro" in a "youth - family - school" partnership, a meso level that would involve actors from the social, judicial and health spheres. Finally, at a macro level, encompassing the micro and meso levels, community schemes within regions or states.

At the micro level, the problem of dropping out is regarded through an approach. The premise is that individual school experience (participation, performance and motivation) is one of the causes of dropping out and has effects on the school environment, family and social experience. [...] The quality of pedagogical practices, classroom management, the teacher-pupil relationship and the socio-educational climate of the school will be very important. From this perspective, to improve the quality of educational alliances with pupils, teachers must be on the lookout for pedagogical practices that have a positive impact on pupil retention and success.

At the meso level, other actors from the social and judicial spheres or from the healthcare world collaborate with the triptych of "youth - family - school" to respond to the multiple factors of dropping out. These alliances put in place propose, on the one hand, work on the individual and their identity and on the other hand, another approach to learning and working in class. These two dimensions seem to be provided only by a variety of professionals. The actions undertaken with young people include teachers, therapists, educators, socio-professional professionals and individual professionals. The alliances thus have a pedagogical, educational and social colouring.

At the macro level, we observe the mobilisation of efforts and resources of all stakeholders at regional level (young people themselves, their parents, teachers and the school community, elected officials, government, unions, public health workers, businesses, etc.) to prevent early school leaving among young people in the region. We can see that, at this level, many of the professionals working within these educational communities are not front-line players in direct contact with early school leavers. (For example CREPAS in Quebec¹⁸).

In this context, the educational community is formed through alliances and brings together pupils and all those involved in a given area who, in the school or in relation to it, participate in the fight against early school leaving. It brings together school staff, parents, local authorities responsible for the school and institutional, economic and social players associated with the public education service.

For an educational alliance to work, it must take into consideration four key factors.

- a set of needs expressed by those involved.
- scientific knowledge based on principles and practices whose effectiveness has been confirmed.
- theoretical models that give coherence to the actors' interventions.
- the human and material resources needed to carry out the project.

8.5. A notion that needs to be defined: parenting support

Over the past few years, numerous parenting support measures have been put in place. To fight against school difficulties, we have moved from a focus exclusively on the child to a focus

¹⁸ The Regional Council for Prevention of Early School Leaving

on the parents to give them back a central place in the educational process and thus accompany them in case of simple educational difficulties or deficiencies.

These programmes have been set up in most European countries and aim to develop parental skills in order to make them true educational partners. They are guided both by the desire to combat the impact of educational shortcomings on the trajectories of future citizens (equal opportunities, fight against poverty) but also on social risks (deviant behaviour) which, in Anglo-Saxon countries, is reflected in the emergence of the notion of parental responsibility ("*the educational shortcomings of parents explaining the rise in incivilities of minors*").

Parenting skills:

"Parenting skills can be defined as skills composed of attitudes and behaviours that support normal child development. These can get better or worse as life circumstances change. They therefore have "a circumstantial and evolutionary character" (Cardinal, 2010).

Parental responsibility:

Be aware of the **legal, economic, social and moral** obligations **involved in bringing up a child.**

To distance oneself from all forms of stigmatisation, institutional discourses (OECD, UN, European Commission, etc.) establish **positive parenting as a new norm from which any other parental stance would be non-compliant, regardless of the parents' social background, values and living conditions.**

The diversity of needs that must be met in this support for parents and this process of multiple factors for early school often leads to a many-layered effect. Many tools exist but they are side by side, unconnected, uncoordinated and therefore most of the time ineffective in the long term.

Some countries such as the United Kingdom or Scandinavian countries have set up a service that brings together the different actors in this accompaniment (health personnel, educators, social workers etc.).

All educational actors, whatever the country, agree that today we need a global vision of the child and the context in which they evolve. We must therefore develop systemic approaches. We need to change the school and the family and their frames of reference.

From this perspective, and in a project aiming for academic success, the use of educational alliances seems to be essential. That is to say, the mobilisation of all the actors in a concerted manner within communities or networks of varying size in identified territories.

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PART II

Objectives:

- Foster cooperation between youth workers, educators, teachers, parents and external and internal partners to fight against early school leaving;
- Develop practices that promote the educational and social inclusion of young people with learning difficulties and young people from socially disadvantaged backgrounds;
- Improvement of the professional practices of teachers and youth workers to take better account of the difficulties and dropping out of school for young people.
- Providing knowledge on nonviolent communication, adult learning

Content:

- Sociological approaches to families
- Socialization and social inequalities
- Demographic trends and social inequalities

- Educational actions and strategies and methods, good practises
- Non violent communication
- Consciousness with own adult learning

Introduction

This chapter aims to give a basic understanding of the concept of family and some main characteristics that might be relevant for those professionals getting in touch with families, especially families of disadvantaged background. The theoretical introduction shows different sociological perspectives to family, putting a special emphasis on the interactionist view which we believe the most useful for practitioners. Besides we briefly refer to some demographic trends, mostly focusing on the European context highlighting the situation of communities of lower social status.

The practical aspects put an emphasis on parents in a disadvantaged situation.

8.6. Sociological approaches to families

In a mainly practically oriented article the definitions of family might not seem that important or central. However, families are in a social and political context, where legal and societal (and perhaps additionally statistical) understanding of the concept is essential to interpret the possibilities and realities of working with families. Families are institutions embedded in social contexts that affect interactions, expectations, material conditions and are related to inequalities too.

We can distinguish three approaches to the sociological understanding of families, and all of them might have relevance to practitioners. The functionalist perspective looks at families as maintainers of the social order. "In the most basic sense, the family is responsible for the reproduction of society as it produces and socializes children who will in turn become future workers and produce and socialize more new members of society." (Ferris & Stein, 2018, p. 365). Functionalist approaches tend to interpret families as cultural (or human) universals. Donald Brown, a modern representative of this approach states that family, as an example to absolute universals, can be "found among all peoples known to ethnography and history" (Brown, 2004, p. 48). Having a broad enough definition of family this statement can be considered true, but a universalist perspective might lead to normative approaches on the structure and functions of families. As Matthew Hodes already in 1985 notes: "The family is not recognized by the boundary around it, but when things enter the system they acquire a unique meaning. The difference between families, each with its own mythology and life-cycle

accounts for the fact that every action taken, every statement uttered, every artefact acquired has a unique meaning for the family.” (Hodes, 1985, p. 262) However, modern universalist approaches do not refer to family functions and structures, the everyday discourses often do. As Edwards, McCarthy and Gillies (2012) note, the political significance of families has been intensifying: “family life, and parenting especially, has been under an ever-intensifying spotlight in political discussion, subject to judgment, and explicitly focused on as a designated area of policy intervention and sanction” (Edwards, McCarthy, & Gillies, 2012, p. 740). As a consequence, non-normative families are “more likely to find themselves positioned by professionals within ‘socially excluded’ and ‘anti-social’ family discourses. Mothers in such families may find themselves unable to exercise any power or leverage; treated as clients of services (rather than consumers) who should accede to professional judgment because they lack the knowledge to diagnose their own needs or know where their children’s best interests lie” (Edwards, McCarthy, & Gillies, 2012, p. 743).

Why is this important for a practitioner? It might not be self-evident what the core, essential functions of family are, while certain ideological, policy and/or everyday practices routinely assign functions to ‘the’ family. Different groups, or different actors might attribute different main functions to families and it is important to understand typical family structures and attributed functions of the groups and families to work with. As theoretical standpoints, conflict theory and the interactionalist approaches seem to be more relevant when addressing the topic of families from the perspective of early school leaving and disadvantaged children. Conflict theory puts an emphasis on social inequalities. As an approach within conflict theory, feminist perspectives must be mentioned. “Conflict perspectives overlap with feminist perspectives on the family, as feminists assume that the family is a gendered social institution and that men and women experience family differently” (Ferris & Stein, 2018, p. 365). However, for our topic, the question of production and reproduction of social inequalities might be even more relevant.

Social inequalities affect many aspects of family lives. Socialization will be mentioned later, but an interesting attempt to show life cycle differences of lower income and middle-class families is worth introducing despite its outdated nature. Fulmer (1989), based on data from the 1980s’ USA and on the existing literature concluded that the cycle of certain elements of family formation happens in a shorter time span among families from a lower social status.

Comparison of Family Life Cycle Stages		
Age	Professional Families	Low-Income Families
12–17	<ul style="list-style-type: none"> a. Prevent pregnancy b. Graduate from high school c. Parents continue support while permitting child to achieve greater independence 	<ul style="list-style-type: none"> a. First pregnancy b. Attempt to graduate from high school c. Parent attempts strict control before pregnancy. After pregnancy, relaxation of controls and continued support of new mother and infant
18–21	<ul style="list-style-type: none"> a. Prevent pregnancy b. Leave parental household for college c. Adapt to parent–child separation 	<ul style="list-style-type: none"> a. Second pregnancy b. No further education c. Young mother acquires adult status in parental household
22–25	<ul style="list-style-type: none"> a. Prevent pregnancy b. Develop professional identity in graduate school c. Maintain separation from parental household. Begin living in serious relationship 	<ul style="list-style-type: none"> a. Third pregnancy b. Marriage—leave parental household to establish stepfamily c. Maintain connection with kinship network
26–30	<ul style="list-style-type: none"> a. Prevent pregnancy b. Marriage—develop nuclear couple as separate from parents c. Intense work involvement as career begins 	<ul style="list-style-type: none"> a. Separate from husband b. Mother becomes head of own household within kinship network
31–35	<ul style="list-style-type: none"> a. First pregnancy b. Renew contact with parents as grandparents c. Differentiate career and child-rearing roles between husband and wife 	<ul style="list-style-type: none"> a. First grandchild b. Mother becomes grandmother and cares for daughter and infant

(Fulmer, 1989, p. 551)

Although the exact characteristics shown in the table seem specific and limited to the date and time of the research, the differences between family formations must be taken into consideration when working with families of disadvantaged backgrounds. Besides, some elements are still backed by data – most notably the negative income-fertility correlation can be underlined. As economists explain: “given that child rearing requires time away from the market, individuals with higher skills (thus, higher value of their market time) choose optimally to have fewer children.” (Choi, 2017, pp. 237-238) This correlation will be further examined in the next subchapter.

Starting from questions related to sociological approaches of families, we have already shown some important interpretational frameworks relevant for both scholars and professionals. The interactionist approach might help us develop a working definition of families, as – instead of the debatable and culturally varying patterns of structure and functions – it focuses on how the interactions are creating, changing and maintaining family relations. (Ferris & Stein, 2018) Péter Somlai (2013) describes the result of these interactions as a shared reality. “The creation

of a shared reality is a process that forms the families' everyday life, daily routine, space and time, ways of handling and distributing material and social resources. Social, ethical and taste standards are developing and strengthening, the «normalization» of behaviours.” (Somlai, 2013, pp. 178-179) Besides the bonding nature of the relationships thus formed, Somlai underlines the role of choices too. “A number of choices have to be made about everyday activities such as who and when does the washing or dishwashing, how much to spend together on clothes and food and how much to spend separately...” (Somlai, 2013, p. 181) Before moving on, it must be underlined that the general individualization tendencies are less likely to affect families of lower social status than those of higher status. Zsuzsa Ferge (2002) argues that the end of grand narratives (as suggested for example by Featherstone, 1995) leads to weakening social determinism (or shifts in the standard of living, as Ulrich Beck [1992] puts it). She states that “interdeterminism might increase in the middle of the social space, while many current and future behaviour and tendency, physical and social life chances both in the bottom and in the top, are too predictable.” (Ferge, 2002) It thus seems that bonds, choices and social factors together shape the realities of families.

As such family is seen “as an interactional process as opposed to a particular structure or set of social ties.” (Gillies, 2003, p. 8) Janet Finch (2007) has built upon this concept when introducing the practice of family display. She understood display as “the process by which individuals, and groups of individuals, convey to each other and to relevant audiences that certain of their actions do constitute ‘doing family things’ and thereby confirm that these relationships are ‘family’ relationships.” (Finch, 2007, p. 67) Familial ties, as Finch argues, are less stable and thus recognizable than before, that makes the practices of display of key importance. The recognition and confirmation that these practices constitute families is essential for identification and the creation of the above-mentioned shared reality. Though Finch herself did not refer to the role of social media in family display, it is easy to heuristically see how posts about doing family things can contribute to the process she has described.

Why can this be important in our case? Families, expectations related to family practices might be culturally different. A universalist approach might create hierarchies, differentiate between good and bad practices, but practitioners might find it fruitful to find a balance between this and cultural relativism. The understanding and evaluation of family practices might differ, and the emerging shared realities of certain families might not be in line with the normative views of the mainstream society or the political realm, or the practitioners themselves. On the other

hand, power relations and the power to interpret and evaluate does contribute to normalization¹⁹, and the social actors have to be prepared to this.

Finally, the question can be raised if it's even possible to define families. David Morgan's approach is somehow bypassing this issue by stating that family is not to be understood as a noun but rather as a verb, but one might feel the need for a working definition. The approach of Ferris and Stein (2018) might be fruitful in these terms. They define family as "a social group whose members are bound by some type of tie—legal, biological, emotional, or a combination of all three. They may or may not share a household, but family members are interdependent and have a sense of mutual responsibility for one another's care. We don't define family by specific types of people (parents or children) or specific types of ties (marriage or biology) because we believe the definition should be broad enough to encompass a variety of forms." (Ferris & Stein, 2018, p. 363) Two things need to be underlined, both related to the nature of bound. Firstly, one dimension is lacking from the list that is economy. Even early functionalist theories list the economical function of families, but more importantly, the economical dimension is especially relevant to understand unequal power relations of family members.

8.7. Demographic trends and social inequalities

As general, descriptive trends of the European (more specifically: European Union) trends we can say that the population is ageing, fuelled by increasing life expectancy and low fertility rates (Directorate-General for Parliamentary Research Services, 2020)

Most of the discourse on contemporary western (and even beyond) demographic tendencies have been shaped by the theory of the second demographic transition (SDT). The concept originates in the 1980s (Lesthaeghe & van de Kaa, 1986), and, as one of its developer phrased in a later publication, meant "that new developments from the 1970s onward can be expected to bring about sustained subreplacement fertility, a multitude of living arrangements other than marriage, a disconnection between marriage and procreation, and no stationary population" (Lesthaeghe, 2014, p. 18112). Lesthaeghe considered the main statements of the theory valid, by stating "subreplacement fertility is by no means a thing of the past, despite improvements in sex equality and overall human development in most Organisation for Economic Co-operation and Development (OECD) and former communist countries during the last two or three decades. The bottom line with respect to the predictive capacity of the 1980s version of the SDT theory is that it correctly anticipated (i) the unfolding of very different patterns of

¹⁹ In Michel Foucault's understanding normalization "is done by the constitution of persons who reiterate norms in order to become knowing and knowable, recognized and recognizable to others. In this way, the work of social control is accomplished." (Valocchi, 2016, p. 1)

partnership formation, (ii) the shift in value orientations in many spheres (ethics, politics, sex relations, education, etc.) that emerged as central driving forces in childbearing decisions, and (iii) the emergence of subreplacement fertility as a structural and lasting feature. The main correction by now is that the changes in partnership formation and the postponement of parenthood are not necessarily as closely connected as in the West.” (Lesthaeghe, 2014, p. 18115)

Criticisms of the theory often refer to its too grand and Eurocentric nature: “Such developmental theories generally fall victim to three interrelated problems: reliance on cross-sectional data, an expectation of common processes and patterns of change, and the description of the «end state» as the most developed western society.” (Zaidi & Morgan, 2017, p. 484) The authors suggest that postmodern values, individualization should be seen as one of the many reasons of the visible changes. There is many underlying evidence that shows that even in certain geographic areas, the directions of change are not that evident and linear (Zaidi & Morgan, 2017). Besides, there is a very different narrative in the explanation of the tendencies. The “pattern of disadvantage” (Perelli-Harris, Sigle-Rushton, Lappegård, Keizer, & Kreyenfeld, 2010) theory states that the weakening link between marriage and childbearing are more characteristic of families of lower social status.

A recent study that examined 16 European countries from the perspective of union formation and fertility between 2000 and 2007 (Lappegård, Klüsener, & Vignoli, 2018). The authors found that both theoretical explanations might be valid with certain limitations: “the Second Demographic Transition framework is vital for explaining why Northern and Western European countries are taking the lead in the rise in childbearing within cohabitation. Meanwhile, hypotheses related to the pattern of disadvantage considerations seem to be especially useful for explaining variation between individuals and to some degree across subregions of countries.” (Lappegård, Klüsener, & Vignoli, 2018, p. 12) Similar results were found in the Canadian context too (Wright, 2019).

Generally it can be seen that demographic trends do differ based on the social status and material background in a very close relation with education and early school leaving. Most of the literature suggests that poverty and early childbearing are interrelated: it both originates from lower status (most importantly: worse access to education), and highly contributes to the reproduction of poverty (Tach, 2017). Generally these fragile families can be characterized by

economic insecurity, family insecurity (unstable family relationships, churning²⁰, incarceration), parenting and attachment insecurity²¹.

In the case of Hungary, the Roma population is studied from this perspective. Though it must be mentioned that the Roma in Hungary represent a socially and ethnically heterogeneous group, Roma people are highly overrepresented among people living in poverty (see e.g. Ladányi, 2016). In line with the literature above, early childbearing and higher fertility (as well as much shorter life expectancy and higher mortality rate) is characteristic of the Hungarian Roma population too (Feith & Lukács, 2018). Notable, that when examining data from 2011, Adamecz-Völgyi and Scharle found that “the higher CSL [compulsory school leaving] age decreased the probability of teenage motherhood among Roma women” (Adamecz-Völgyi & Scharle, 2018, p. 7). The authors’ data analysis showed that the decrease of early childbirth is probably exclusively attributable to the 1996 raise of compulsory school meant that school works as an incapacitation channel. This finding makes the 2012 changes in public education even more troubling. “As a result of relaxed rules in the 2011 Act on Public Education, many students do not even start upper secondary education, as they have already turned age 16 while attending the lower secondary grades.” (Kende & Szalai, 2018, p. 40)

This subchapter has come a long way in a short span. We showed that general demographic tendencies (even in a Western context) must be examined in detail when it comes to social inequalities. Schooling, and the fight against early school leaving plays a significant role in fertility behaviours, and – as such – family formation and family structures and has a lot to do with the below introduced framework of families in a multiproblem situation.

8.8. Socialization and social inequalities

Even this short definition proves that when it comes to families, and families of disadvantaged backgrounds, socialization processes must be examined, as this is the sphere, where macro- and microsocial characteristics both need to be taken into consideration. This is how the social and cultural contexts are affecting individual lives. Socialization theories perceive family as the most important mediator. Notable though that spaces of socialization can be understood as organizational forms too (Nagy & Trencsényi, 2012). Trencsényi lists natural communities and educational spheres (such as family, peer group, neighbourhood), state controlled and/or funded institutions (educational institutions, the pediatrician’s office, childcare, museums, etc.),

²⁰ Relationship churning refers to fluid relationships, where uncoupling and recoupling occurs between the members from time to time (some take a distinction between recoupling and maintaining sexual relationship with the ex after the breakup). (Halpern-Meekin, Manning, Giordano, & Longmore, 2013)

²¹ “[P]arents’ often-scarce resources of time and money must be spread across several households in complex families systems and this presents a challenge to maintaining meaningful involvement with all of the households to which they may be obligated. (Tach, 2017, p. 95)

market service providers (clubs, swimming pools, trainings, etc.) and civic initiatives (including the churches) as spheres of socialization. Trencsényi’s concept originates from the critique of the too big focus on schools by embedding other institutions and forms to his concept. (Nagy & Trencsényi, 2012) However we interpret the spheres, or agents of socialization, it definitely is a multi-faceted process, where the different agents often overlap, and are surrounded by economic, political, cultural environments.

Since socialization cannot be understood by merely focusing on interpersonal relations, it has been an important question of social sciences, how the social, societal contexts affect socialization processes. Melvin Kohn’s classical theory (Kohn, 1969) tried to understand socialization differences from the parents’ occupational background (that Kohn himself and the successors often phrased in class-terms).

Typical Class Patterns in Parental Values and Occupational Experience

Middle-Class Pattern	Working-Class Pattern
A. Parents’ Values for Children	
Self-control	Obedience
Consideration of others	Manners
Curiosity	“Good student”
Happiness	Neatness, cleanliness
B. Parents’ Own Value Orientations	
Tolerance of nonconformity	Strong punishment of deviant behavior
Open to innovation	Stuck to old ways
People basically good	People not trustworthy
Value self-direction	Believe in strict leadership
C. Job Characteristics	
Work independently	Close supervision
Varied tasks	Repetitive work
Work with people or data	Work with things

(Gilbert, 2018, p. 142)

This theory has proven to be very influential in trying to find interconnections in social inequalities (and the reproduction of those) and socialization. While we must not forget that even in the time of research this only showed statistical correlations and not characteristics applicable to each and every one, the theory is a good example of how social background might influence child rearing tendencies. A later, but similarly influential qualitative study (Laureau, 2011) made a distinction between the child rearing practices of concerned cultivation (of American middle-class parents) and accomplishment of natural growth (those of working class and poor parents). Middle class parents “made a deliberate and sustained effort to stimulate children’s development and to cultivate their cognitive and social skills”, whereas poorer parents “organized their children’s lives so they spent time in and around home, in informal play with peers, siblings, and cousins. (...) Boundaries between adults and children were clearly marked; parents generally used language not as an aim in itself but more as a conduit for social life. Directives were common.” (Laureau, 2011, p. 239) The real importance of these differences, according to Laureau, can be seen in the outcomes, in the social institutions: “the routine rituals of family life are not equally legitimized in the broader society” (Laureau, 2011, p. 244)

Although both theories presented were related to the American society, it was well shown that social status does have an influence on means of socialization too. Keeping in mind the structural forces of interpretation and evaluation of certain social practices, might help the practitioners to question individualistic attributions of behaviours, modes of socialization and communication, and to notice the unequal access to resources, to power and, after all, the normalization of social practices. This is especially important, as – even in professional literature created with the best intentions – we often find ways of phrasing and terminologies which are negatively labelling practices more likely to occur in families of lower status. For example, the concept of family chaos might be very helpful in understanding socialization practices and societal outcomes. “Family chaos is more common among economically disadvantaged families and is particularly sensitive to residential mobility, nonstandard work schedules and unreliable childcare settings. (...) [C]haos leads to lower levels of investment in family relationships and parenting, with families spending less time together to establish and maintain family rituals and routines that are linked to positive relationships.” In these settings parents are “less responsive, more authoritarian and invest less money and time to their children.” (Tach, 2017, p. 97) Notable, that the terminology of chaos, and the focus on parental practices seems to put the emphasis on the families themselves, thus attributing less significance to social inequalities and those structural challenges that affect people of lower social status much higher than others.

Another example to this is the framework of “multiproblem families” (MPF). Most theorists define them as “families experiencing comorbid problems in multiple domains of life, such as parenting problems, psychosocial problems, and socio-economic deprivation. Children in families experiencing multiple problems are more limited in their future opportunities in life, more often display behavioral problems” (Evenboer, Reijneveld, & Jansen, 2018, p. 274). These semantics, as noted very smartly, emphasize the “family’s social deficits and need for educational correction, with only minimal attention to socioeconomic causes.” (Tausendfreund, Knot-Dickscheit, Schulze, Knorth, & Grietens, 2016, p. 6). The authors’ practice-oriented article calls for research that “takes structural inequalities into account, the clients’ participatory rights to effective and ethical support, as well as the communities right to a responsible use of public resources in general.” (Tausendfreund, Knot-Dickscheit, Schulze, Knorth, & Grietens, 2016, p. 15) What’s important to us, besides the above-mentioned consideration of structural inequalities, is the framework of empowerment, where the addressees of social care are given agency and being looked at a reciprocal view.

Practical Reflections

Starting from basic sociological questions related to over-analysed and -theorised terms like family and socialization, we have addressed many practical outcomes related to social inequalities. The directions and choices weren’t coincidental. BAGáz’s Association who work with disadvantaged, Roma children and families in two settlements of Central-Hungary, had previously created a problem map of families and parents of disadvantaged backgrounds²². The problem map showcased most of the structural boundaries mentioned before: compulsory education and early childbearing, poverty that affects access to educational materials and tools too (as well as space and time of learning outside the school), different family structure than that of the mainstream society, low educational attainment of parents (that also makes harder for them to actively support their children) and segregation. Segregation is a key example of the consequences of cultural (including class) differences being interpreted and taken into effect in a power sphere. Besides the lack of social connections with the mainstream society, the problem map underlines the importance that professionals of the institutions are also members of the mainstream society. The sociocultural (and power) differences make communication harder, and as coping mechanisms are different in the Roma settlements than in formal institutions (including schools), miscommunication and distrust is common.

²² The problem map was created by Áron Szilveszter, deputy leader of the children’s programmes of BAGáz, who also collaborated in the research project connected to the Alliance project.

The problem map created by BAGázs has two other important aspects too: the question of incentives and the relationship between the social worker and members of the community.

When reflecting to the possible directions of school-related social work with families of disadvantaged backgrounds, the question of incentives must be taken into consideration. The needs of families must be reflected, mostly by elements that have an immediate effect on the lives of the families (that is: longer-term or abstract incentives are usually ineffective). This evokes the need of understanding the families' and certain individuals' situation. For this, we propose an intersectional approach. The approach "acknowledges the diverse experiences of individuals in a social group based on the intersections of differing identities along with access to power, privilege, and resources." (Robinson, Cross-Denny, Lee, Rozas, & Yamada, 2016, p. 509) Our study has highlighted the aspects of class and ethnicity. These, alongside with gender, ability, sexuality, and so on, create unique situations where open and emphatic relations might help understanding the needs and positions of families and family members.

The other practical suggestion of the problem map underlines the avoidance of situations where people are in a dependent situation. This leads us to the necessity of the framework of empowerment. In the practical sense it means that agency: the autonomous personal involvement of the target group's activities is central. But, as Drydyk (2013) argues, agency must be connected to well-being freedom: "empowerment must be concerned not only with expanding agency but also with removing the gaps and barriers between people's agency and the expansion of their well-being freedom." (Dyrdyk, 2013, pp. 253-254) Besides agency and well-being freedom, power needs to be taken into consideration too, to avoid asymmetric vulnerability: "agency expansion by itself is not as empowering as agency expansion that links with wellbeing freedom, enabling people to better shape their lives for the better (...) Nor is agency expansion as empowering as it might be (even if it does enhance well-being freedom) as long as group subjection or intra-group dominance remain. For as long as those conditions remain, people remain asymmetrically vulnerable." (Dyrdyk, 2013, p. 260)

All in all, it seems that the approaches of intersectionality and empowerment might provide us with tools to interpret and relate to situations that families of disadvantaged backgrounds face. Our inquiries have shown that social inequalities and their interplays with family structures, socialization modes must be looked at from a structural perspective, and a focus on power relations, normalization processes might help us understand mainstream discourses on families and their perceived functions too. On the other hand, interactionalist approaches on families, especially the framework of family practices can lead us towards an understanding where family members are provided with agency, and the social world is actively created by interactions.

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GOOD PRACTICES

Perspectives in collaboration

At school

- Provide information sessions for parents with local partners (parents associations) in places where the maximum number of parents are reached (library, social center, etc.);
- Enlist the skills of translators (for non native speakers) when necessary;
- Invite parents to participate in events organized by the establishment highlighting all talents, sports, musical and cultural events;
- Welcome any new pupil arriving as well as their family with a welcome booklet, possibly multilingual and specific information allowing them to join the educational community;
- Offer parents the choice from a range of possibilities for their effective participation in school life - for example, by taking part in a parent day in the classroom, organizing a picnic or organizing a informal meeting;
- Work on a process of inclusion of all families, paying attention to the representation of all parents on all occasions;
- Involve parents and their representatives in the drafting of communication documents (for exemple: note to families for the elections);
- Offer services to families through digital workspaces;
- Organize, in addition to institutional meetings, meetings on the functioning of the establishment, meetings to present class projects, of the establishment.
- Promote the provision of "parent spaces" dedicated to individual and group meetings;
- Participate in meetings with parents outside the establishment (in conjunction with associations ...);
- Set up inter-degree health and citizenship education committees to facilitate links between primary school, secondary and high school;
- Forge links with listening, support and guidance networks for parents for parenting support;
- Provide information on possible recourse to resource persons in the establishment or the environment.

In the classroom

- Use all means of communication (email, telephone, school website) to inform parents about the school program and the children's learning.
- Offer meetings to explain the plans and ways of operating in the child's classroom.
- Offer regular meetings and appointments to parents.
- Do not let conflicting situations or resignations persist but act quickly and make yourself available.
- Communicating, for example, with the family when a pupil facing difficulties has successfully made it through a learning level;
- Give parents advice and method indications to support their child's schooling;
- Invite parents on a voluntary basis to read stories or to help supervise learning;
- Organize mutual assistance so that new parents are informed of the expectations of the establishment and the school system;
- Promote the actions of parents in favor of the education of their children;
- Carry out tripartite interviews (teachers, children, parents) on the learning objectives, in order to clarify them, as well as on the progress made.

With the student

- Establish communication channels and processes that allow parents to feel comfortable contacting teachers under direction if the child is having difficulty;
- Create a newsletter or ensure in partnership that all information relating to the well-being and health of children is accessible to families;
- Ensure that the institution's library or the CDI offers material for parents and children on parent-child relationships, on health or on the prevention of violence and harassment, including documentation in different languages if necessary.

Moments of relationship to privilege

- Individual meetings
- Welcome to the classroom in the morning
- Transmission of the evaluation (assessment) booklet
- Communication around the tutorial or support project in general

Individual meetings

The role of parent of student is built by experience, hence the importance of the first meeting with the principal of the school and the first meeting of parents of students.

It is when their first child goes to school for the first time that a parent becomes a "parent of a pupil". This interview deserves all the necessary attention and can give rise to several stages (meeting with the director, visiting the school, meeting the parents of the small section, accompanying the child during part of the school day, etc.). It is important that parents have the opportunity to visit the school during the first days, to identify the different places and their functions, to meet different types of adults working in the school. In some schools, initiatives aim to provide parents with a full day at school before the summer before the start of the school year.

It is important that parents can easily meet teachers to discuss their child's schooling. This must be announced to parents during the year presentation meeting where the terms and plans are explained.

Why evoke school-family relationships and not just school-parents? Parenthood is a growing concept: blended families, homoparentality, single mothers, family structures foreign to our culture. The teachers' interlocutors are no longer always the only biological parents. The evolution of our society requires the school to adopt flexible positions.

In the political districts of the city, the associations, which sometimes have a great knowledge of the family's situation and its trust, can play a mediating role.

Welcome to the classroom in the morning.

Practiced in all kindergarten classes and also in some elementary schools, it allows for an easier transition between home and school, without interrupting recess. In primary school, it allows you to maintain contact with parents, to make them familiar with the school, to get them used to the classroom setting, it also displays pupils' habits: place your label signifier its presence, consult a book in the library, water the plant for which you are responsible, complete an activity in progress, etc.

Transmission of the evaluation (assessment) booklet

The transmission of the booklets benefits from giving rise to the harmonized organization in the school . Prior to individual interviews, a collective presentation can be considered for the parents during a meeting: the teacher or even the head teacher can thus comment the organization of documents: the booklet, the assessment work, the difference between the instructions and the skills that appear on the work, coding, etc. This "user guide" facilitates the subsequent interviews.

There are three main methods of handing over the booklet to parents (which may vary during the year, depending on the class, depending on the pupil):

1. The booklet is sent to parents without discussion with the teacher.
2. Parents come to school to consult or receive the booklet and discuss with the teacher. They discover the booklet at school.
3. The booklet is sent directly to parents who discover it at home; then they have an appointment at the school.

Communication around the support or tutorial project in general

It is not always easy for parents to understand, analyze and sometimes even recognize their child's difficulties in school. Understandable anxiety is sometimes a barrier in communicating with parents.

The tutorial, support actions has the advantage of linking the different actions and actors of the school and making the role of each other understandable.

The objective is to strengthen the school-parent bond by strengthening adherence to the efforts of the school on the one hand and the collaboration of all stakeholders on the other hand. In some cases, these actions t will have to be carried out despite the parents' difficulties in supporting their child, or even collaborating with the school.

Helping pupils: a team affair.

Dialogue with parents is essential. Evidence of concerted teamwork is a strong point.

The dialogue should be established around the child's skills, following assessments and various observations: skills not acquired, but also areas of success. This discussion around skills and knowledge will help focus the discussion on objective and non-subjective considerations.

Partnership practices at regional level in France

Parenthood support: CIAS (Centre Intercommunal d'Action Sociale)

In France, actions exist and are implemented by inter-municipal authorities with different missions encompassing different actors in the territory.

The CIAS is an institution which allows municipalities to come together by creating an intercommunal public establishment. Such a provision gives the municipalities the opportunity to consult and intervene on a larger scale by expanding the territory and increasing financial resources.

The mission of a CIAS : The CIAS is an inter-municipal social action institution and, as such, implements a series of general preventive and social development actions in a defined area where it sits, while collaborating with public and private institutions.

To do this, it develops activities and missions (within the legal and optional framework), aimed at assisting and supporting the populations concerned such as the disabled, families in difficulty or the elderly, by managing useful services such as nurseries, day centers or retirement homes.

The Educational Project is the reference document that guides the objectives and activities of a CIAS. It defines the basis of the work of professionals, along several axes such as citizenship, living together, autonomy and fulfillment, sustainable development, parenthood and partnership, or even openness to the world.

Three of the collective actions have as a direct object support for parenthood: **discussion groups, expression groups, and collective activities with support.**

Regular actions are offered to families, in each social center. The idea is that people who encounter the same difficulties in their educational role can discuss together. All those in charge of the children are invited: parents, grandparents, brothers and sisters of full age. No registration is required in advance for support groups. The age groups of the children in question or present are different, depending on the themes on the agenda. The time slots offered vary according to the local contexts, in order to adapt to the needs of the inhabitants, and according to the schedule of each center.

- Support groups

The topics covered are open or well defined in advance, it depends on the weeks. Depending on the topic studied, an external speaker may be invited (for example a dietitian on nutrition issues). Animation support is planned in advance.

- Expression groups

No theme is given in advance: this time for free exchange allows expression and everyone can share their experience and experiences. The “Café des parents” is one of these groups, for example.

- Collective activities

General themes are discussed, most often in the presence of speakers. Or, parent-child activities are offered: for example: “How to spend fun time with your child? », With the theme of Carnival as a medium. Animation support is planned in advance.

- Children are present during parent-child activities.

Each session is the result of multidisciplinary work between other professionals from the social center and from other CIAS services (for example, leisure activities), and management. Each one bringing up the problems and needs observed in his practice. Attendance at these actions varies from one social center to another, depending on the topics covered, depending on the time slot ...

More individualized support is offered to families when a particular difficulty is noticed by professionals, with the aim of relaying with social workers outside the structure (for example those from the medico-social center). It can also be offered in particular when preparing for going on vacation (work on the vacation budget, sun prevention, etc.).

ASSESSMENT OF THE MODULE

Group activities:

View presentation – *'collaboration with families' ppt*

Discussion :

- disadvantaged target group terms
- Experiences in communication with families, parents
- Experiences in nonviolent communication
- Nonviolent communication: Write efficient me-messages for several situations.

Individual activity : Online:

Collect disadvantaged target group terms from your country.

Write 3 short dialogue in efficient me-messages for everyday situations.

Group activity:

Team work: 4 persons group :

Discuss your nation's term (or within the local context) for disadvantaged target group.

What are the similarities and differences between the other terms?

Collect disadvantaged target group terms from your country (organization).

Write 3 short dialogue in efficient me-messages for everyday situations.

MODULE 9: COLLABORATION WITH ASSOCIATIONS (COMMUNITY)

Objectives:

- Understand the importance of partnerships with associations (community)
- Learn to manage the partnership to build complementarity and establish the role of each partner involved
- Know how to establish partnership plans and community projects
- Learn to establish the education links with associations and build the accompaniment projects

Contents:

- Active guidance and accompaniment projects
- Success factors and elements to be improved
- Main social actors involved.
- Youth and their main needs.
- How to establish the education link in community projects.
- Core principles of comprehensive work: how to work coordinately.
- Examples of best practice in guidance and accompaniment: analysis of 3 flagship guidance and accompaniment projects depending on the setting of the intervention: compulsory education, further education, and comprehensive intervention.
- Motion for a resolution of a case study, to be chosen between 3 options, according to the individual's own interests. Methodology: case analysis, definition of causes and definition of an applied intervention proposal.
- Definition of an improvement plan that allows the individual the application of acquired knowledge to integrate guidance and accompaniment in their day-to-day work environment.

INTRODUCTION

The school doesn't work alone. It is an integral part of a living area where professionals must build coherence and complementarity while respecting the role of each.

With parents, some of whom feel alienated and illegitimate in the face of the school culture, the school must patiently build and maintain a relationship that ensures better mutual knowledge, while refraining from judgement. The pupil must be able to carry out their schooling serenely, free from painful conflicts of loyalty.

Communication is the keystone of any relational system. This is particularly the case within the school, where professionals and parents meet and sometimes they may be in a situation of mutual mistrust due to a lack of mutual understanding. It is necessary to move beyond the convocation-information relationship and to train teachers in dialogue, in meeting together. Indeed, are parents summoned, invited or is the meeting offered to them, in which case the teacher will accept the refusal without any judgement? To avoid these shortcomings, all professionals must be trained and supported to be able to offer an adapted communication stance in a team. It is necessary to be consistent about the meetings proposed to the parents, about the objective set but also about the way the professionals are going to conduct it. Moreover, an analysis of these meetings seems necessary in order to avoid going beyond the collection of what is visible to move towards more analysis and therefore understanding.

Finally, it is interesting to reflect on the redundancy and regularity of these meetings often referred to as "interviews" with parents: **for whom? for what? why?** Indeed, despite the common operation set up in schools and colleges, how and under what circumstances can we allow ourselves to go beyond the proposed framework? Are the proposals for additional meetings with families obvious to all professionals?

Respect and recognition of the other person is paramount. This means for the parents not to "immerse themselves and get too much" into the functioning of the school and for the school not to want to educate the parents. Everyone must stick to their roles in each of these spheres; it is necessary that not everything is gathered in the same place. If too much of school goes into the home and vice versa, it can lead to role confusion, which is a factor of disturbance. It is essential that professionals acquire knowledge related to the changing family structure and the social and cultural diversity of pupils and their families. For by having a better understanding of the relationship to the knowledge and institution of parents, particularly those from backgrounds far removed from the school culture, they will be better able to explain the expectations of the school and communicate on educational and pedagogical issues in a common language.

Some pupils have external support in different fields (medical, paramedical, social, educational etc.). With the agreement of the families, the professionals have the possibility to contact the different partners working for the child to discuss the situation according to what each one can

share but especially with what is necessary to share. Indeed, every professional must ask themselves the following questions: *is it good for the child and their family that I give this information? Is this going to help or advance the situation? What will this information bring?*

The various possible effects of the partnership are difficult to name or list because they remain singular to each situation and thus give rise to a plurality of partnership forms. The quest for partnership is controversial, the points of view are diverse and varied, and so are its effects, since they depend on the subjects (their history, their meeting etc.) involved in this issue.

9.1. Collaboration with social actors and the community (associations, NGOs, etc.). Exemple of Spain (Catalan region)

Success factors and elements to be improved

Apart from the existing projects in the region, a comprehensive analysis of the guidance and accompaniment resources more common out of schools helps us to identify the main success factors and elements to be improved.

Success factors

Second chance

One of the most common features in the youth group which ends up in this kind of resource is that they think that the school does not cover their needs. Their academic deficits, cumulated from elementary, leave them in the position of «the dumbest kid in class», as well as a usually complex personal and familiar situation, end up favoring indiscipline, permanent conflict, absenteeism, and even early drop-out as a reaction against the school.

In Spain, while the evidence analysis performed by Sandra Escapa and Albert Julià proves that everything improves significantly with a good high school guidance and counseling program, the short scope and planning of this type of programs in Catalan schools is not promoting a significant drop in these behaviors in schools. In this sense, when they arrive to this type of second chance resources, youths have assimilated that they cannot learn anymore, show high levels of frustration, and their mind is only set in starting to work.

Usually, a simple approach to the integration requirements to the labor market is enough for the youth to become aware of the inability to access it without proper training. Specifically, this type of resources are the ones helping them identifying a goal, designing their academic itinerary, and resuming it with a new, more positive and constructive approach towards learning. This is one of the reasons why this type of resources are highly valued by youths, simply because they grant them a second chance to confront their fears and reach their ambitions with a new toolbox full of resources.

Combine group sessions with individual follow-up

Another item identified by Sandra Escapa and Albert Julià (reference) in their paper is **the key role of guidance and accompaniment programs combining group sessions with an individual follow-up by professionals** specifically trained and aiming to become stable models for the youth.

Therefore, this kind of guidance and accompaniment programs offer youths a wide-range offer of group workshops and training sessions (self-awareness, improvement of competencies, professional training, etc.) combined with the assignment of a professional serving and accompanying the youth throughout the process, helping them overcome their hardships and ensuring the achievement of all their personal goals.

Flexibility

Furthermore, it is achieved through flexible methodologies enabling the youth, within a requirement framework common for all, to adapt the process to their individual and familiar needs and specificities. Thus, the youth identifies their desired goal, defines the itinerary, determines the pace and feels accompanied at all times by a person who becomes their mentor and sustains their motivation until the achievement of their goals.

The youth is treated as an adult

Thanks to this, the youth sees a significant change in their relationship with the related adult serving them and they stop being the misfit, the one who is told what to do by everybody from the moral high ground, and start feeling treated as a peer. Moreover, their guidance counselor will stop providing canned solutions and start asking personal questions (what do you like, what do you want, what are your motivations, what are you good at, etc.) and about the chances offered by the environment. Also, the counselor help them identifying the most appropriate strategies for making decisions efficiently.

In this sense, the youth feels like the single leading actor of their process and, without virtually noticing it, develops the self-management competencies that will enable them to self-regulate their learning, their motivation, and their behaviour as a means to assume the challenge to complete their academic and professional itinerary independently after becoming a full-grown adult.

Labor market introduction

While all the mentioned factors so far are crucial for a change of attitude in the youth, it is nonetheless true that the power of these projects to introduce them to what is their real interest, the labor market, is an external driver that we should not let go.

The youth feels nearer to their goal and, therefore, the motivation towards their own project rises, at least at the beginning of the program, when they have not learned yet that accessing the labor market uneducated is virtually an illusion. It is in that moment when it is essential applying each and one of the mentioned strategies, as a means to create the education link between guidance counselor and youth enabling them to change their self-concept and, therefore, empower themselves to face the challenge of following this complex path.

Professional training

The offer of clearly **professionalizing training actions**, such as vocational school courses or even the possibility to undertake minor training actions to try different trades of their interest, albeit only introductory, allows the youth:

- to know better what are the job opportunities offered by their local context,
- to contrast their skills and competencies to figure out what are the trades best fitted to their professional profile
- to identify their professional interests
- and, with it, to make decisions in a more consciously manner and to ensure an intrinsic motivation for the achievement of their professional goals.

In sum, professional training is one of the key strategies to ensure success in this kind of projects.

Collaboration with other actors: companies, public administrations, etc.

Another key element to ensure success in this kind of projects is the ongoing and systematic collaboration with the rest of actors, whether public or private, in the region. Thus, all the agents related to the labor market are essential to give youths something motivating. This is why creating stable collaboration agreements with companies in the region is crucial. These agreements are mostly set in two main actions:

- promoting direct employability among youths, whether through direct recruitment, selection processes exclusive for youths or signing internship agreements.
- promoting the integration of youths to the labor market through visits to businesses, briefings, speed datings, etc., or designing mentorship programs.

Secondly, public administrations are essential both for funding this kind of projects and for sustaining them over time in a specific region. The ongoing presence of these services is a key factor helping youth to have a stable reference service to seek help and support throughout their process and whenever a hardship appears.

Likewise, and due to the endless factors affecting the youth in each dimension of their lives (personal, familiar, sexual, etc.), creating stable links with different public services present in

the region is essential, in order to maximize each individual's possibilities by combining their resources.

Comprehensive and network care

Lastly and due to the complexity of the situations being covered, the collaboration between actors is imperative to be carried out designing programs that favor the comprehensive care of the youth by establishing a network of services allowing them to find clear answers to their personal and professional needs.

To this effect, it is essential that the intervention plans are jointly designed, establishing clear goals, articulating the resources of each service to benefit the whole group, and defining itineraries that provide all the information to the youth at the beginning of the process. In this way, we can be sure that the youth will clearly know what is the path to be followed, where will probably find their difficulties, and what are the resource available in any time, as a means to ensure the achievement of their personal, academic and professional goals.

[Elements to be improved](#)

Although the impact of these programs is very positive for both youths and the drop in the rate of early school failure, this kind of guidance and accompaniment programs also make evident many deficits to be taken into account to amend if we want a more significant impact.

Lack of resources

As in most public programs and policies in our country, the lack of resources is also one of the main difficulties of guidance and accompaniment programs. Furthermore, this lack of resources is worsened by different phenomena affecting the normal development of these projects in the region, as well as the services of which youths take advantage.

Short-lived continuity and instability

Most guidance and accompaniment programs, as seen in the first section of the module, are linked to public subsidies with a beginning date and an end date, a fact which seriously effects both the continuity of programs and services offered to youths in the region. Paradoxically, in the exact moment when the youth starts being used to having a resource covering their needs as far as guidance and accompaniment is concerned, its intervention in the region finishes and it must be closed. This fact affects the loyalty systems established by youths with public services and, for that matter, rises their frustration against personal and professional opportunities offered by the region.

Moreover, this kind of subsidies in general last between one and two years and have two features affecting remarkably their performance in the region:

- There is an endless number of funders (county councils, city councils, trusts, etc.), which creates a huge chaos in public services and organizations funding their guidance programs through these subsidies and ends up with their professionals becoming simple resource «scorers», leaving in second place their position as direct assistant specialists ;
- They have very specific and detailed requirements that in the end become hugely nefarious for both youths and the organizations implementing them. In this sense, public administrations and regional organizations applying for these subsidies are forced to define services fitting more to the subsidy requirements than to the real needs of the youths in the region.

Job insecurity of guidance counselors

The insecurity and instability problem of guidance and accompaniment programs also affects the professionals providing these services. Hence, and thanks to the poor job security offered by these services, the worst-case scenario working with youths appears: permanent professional turnover. In this way, the youths end up living a very discouraging constant loss of models which, in many cases, ends up with the abandonment of the new guidance program, which worsens their sense of failure and inability not only to keep their responsibilities, but also to achieve their goals.

Collaboration with other actors: companies, public administrations, etc.

The instability suffered by guidance programs also affects remarkably their chances to create collaboration agreements with both public officials and private actors in the region. Therefore, as hard as establishing trust relationships with youths is, defining collaboration programs with business or public administrations costs time and effort.

Comprehensive and network care

Another element seriously impaired by this insecurity and instability in guidance programs is, undoubtedly, the design of programs of comprehensive care in which public services of a local or national network together to benefit youths and their needs.

In this sense, and given that it is a widespread phenomenon, the final result is that the lowest level of coordination between professionals is reached, ending up with the reduction of prevention services to some overall talks, in which very few youths usually involve, and care services to a simple referral of the most complex cases to specific resources in each setting.

Family involvement

Undoubtedly, families are often neglected by this kind of guidance and accompaniment programs. While it is true that the typology of youths involved in this type of projects does not encourage the involvement of their families, usually absent long ago, it is also true that this kind of guidance programs seldom takes families into account. This is why an effort is needed to take more families into account and involve them, not to make decisions on behalf of their kids or to become inspectors, but to be partners promoting the compliance of youths to the guidance program and helping to maintain their children's motivation to achieve their academic and professional goals.

Moreover, the goal of this intervention must also include encouraging a drop in the pressure of families on their children, which, in turn, should promote an improvement in the relationships, usually damaged by the ongoing failure and conflict situation, both at home and at school.

Main social actors involved

The main social actors involved in this type of projects can be classified according to different roles.

Funders

Mostly, public administrations in charge of designing and funding guidance and accompaniment programs through public subsidies. They allow the implementation of this type of programs in the region. In contrast, their framework of action is extremely rigid. Thus, local authorities and organizations implementing the projects are obliged to severely adapt and fit to try and manage projects that, without falling out of the framework of action, take youth's needs, as far as possible, into account.

Likewise, provincial councils, county councils, local authority associations, and even towns acquire the role of funders of guidance and accompaniment programs. In these cases, we are talking about programs aiming to cover particular needs from the region and, therefore, youths' needs are far better covered. On the other hand, programs with these features are hard to find, because they are particularly expensive to these smaller administrations.

Promoters

The latter group of public administrations is specifically the one assuming the role of promoters of this type of guidance programs. Their greater understanding of the needs of the youths in the region let them define tailored guidance programs or promote its implementation through different strategies:

- In the first case, these administrations boost their guidance programs through the direct intervention of their own team of professionals or through direct funding of these type of programs in order to be implemented by voluntary sector organizations.
- On the other hand, in the second case these administrations promote their implementation through cooperation agreements with voluntary sector organizations, which, through macro funding programs, operate in the region in coordination with regional public administrations.

Implementers

This system promotes more flexibility and efficiency when implementing this type of programs. However, it also brings difficulties and deficiencies to the system. Somehow, a vicious circle appears in which public administrations, due to their difficulties to implement projects through direct recruitment of staff, end up outsourcing their programs through public tender procedures, which forces organizations to adjust budget and, in turn, undermines the labor conditions of their specialists. As we have seen before, this situation affects both the stability of programs and teams, and the type of service offered to youths.

Partners

In fourth place we have the group of actors who, in some way, collaborate with guidance and accompaniment programs for the achievement of their goals.

In this sense, local technicians of education, employment, health, and social services are the key actors to be taken into account for providing comprehensive care to youths. Likewise, training centers are essential to offer professional training. Lastly, we must bear in mind that the corporate sector is one of the main actors in the guidance and accompaniment programs. Whether as rapporteurs, active actors performing activities or procurers of job opportunities, the corporate sector is the element with the most complex integration, but also the most important, due to its importance on youths as motivators to promote their participation and involvement.

Facilitators

Lastly, among facilitators we find all those actors who, with their involvement, are crucial for the successful performance of youths in the guidance and accompaniment programs. Families, friends, youth models (music bands, youtubers, etc.) are actors to be specifically taken into account by professionals when planning and providing guidance activities, both in group or individually, as a means to adapting and tailoring the attention to the real leading actors in this type of guidance and accompaniment programs: the youths.

The youth and their main needs

Considering the success factors and elements to be improved described, it is clear that the success or failure of guidance and accompaniment projects are based on the ability to cover the needs of the targeted youths. While it is true that tailored care is the best way to find and cover the individual needs, the design and implementation of guidance and accompaniment projects must identify beforehand more common needs, whose solution makes the people identifying these projects as useful services to improve their own situation.

Guidance and accompaniment

Usually, youths showing trends to early drop-out are not aware of the implications for their future. Moreover, they do not feel the need to be accompanied in their decision-making process. Therefore, the first difficulty is having to cover needs that are not regarded as such by the actors of the process. From this starting point, the first clear challenge for making the youths feel comfortable in this type of programs is arousing the need to be guided and accompanied.

Fostering motivation

To arouse and maintain this need, establishing a trust relationship is essential, in which heartfelt interest for their situation is shown and they can express their opinions and worries without being judged, with the goal of encouraging them to find and verbalize their motivations and desires.

Tools for self-awareness and the promotion of self-esteem

If we want the youth to be motivated and involved in their project, we have to encourage their trust towards their ability to achieve it. They need to be guided in a self-assessment process aimed at boosting their self-esteem in order to allow them to identify their features, values, and competencies. They must be asked about their interests, habits, and life experiences, and be told to think about how these can be related to the academic and professional itinerary that they would like to follow.

Environment exploration support

After this, opening their eyes about the context surrounding them is essential in order to establish realistic goals and strategies. Youths must know what are the most active professional industries in their region, what are the competencies needed to access the labor market and where can they go to find information about it. Raising their awareness on the obstacles that can be found along their path can be a crucial incentive to encourage them into acquiring the needed tools to overcome them, being education one of these tools.

Tools for decision-making and self-management promotion

To this end, an accompaniment to explore different potential alternatives to achieve their goals is needed, bearing in mind that the final choice must always be on the youth, never on the professional. To this effect, the ability of the youth to make decisions must be promoted, encouraging contrasting activities between the self and the environment, of defining realistic goals, and of responsibility on self-management of their academic and professional project.

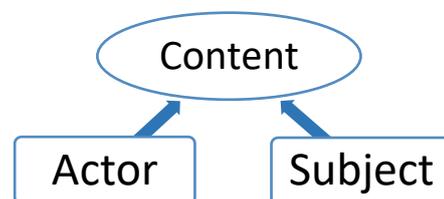
New opportunities

If the decisions made, regardless of reasons, are deemed as inadequate and unsatisfactory for the youth, they must be informed about the existence of programs and services that can help them redefining their academic and professional itinerary. It is important that a bad choice in a given moment is not seen as a «failure», but as a «try». The influence of some stereotypes deeply rooted in our culture means that the taint of a failure can remain in the curriculum, whereas the youth should get the idea that from a presumed mistake a new opportunity to make better decisions in the future arises.

9.2. How to establish the education link in community projects

Guidance and accompaniment projects, when designed aiming to answer social needs recently identified, can represent critical spaces to cover the youths' specific needs. However, the key to create the best conditions to detect and resolve these needs lies in the education link established between community actors and youths.

This link is based on the relationship created between the subject, the actor, and the contents of education, i. e., the three elements in Herbart's triangle, which summarizes the learning process.



According to this view, education contents are the element enabling the interaction between the

subject and the actor. In guidance and accompaniment projects, since the contents of guidance become key contents of the educational action, the link creation is provided by the intrinsic need to research on the youth's personal development areas. This can boost the establishment of a closer and trust relationship between the subject and the education actor.

On the other hand, both the involvement of multiple actors and the discontinuity of their interventions can impair the creation of the link, since the change of models is often accompanied with a change in methodologies of transmission of contents. But beyond the evident need for improving the structural organization of services to enable more stability for the models, there are overall essential strategies to be applied to achieve a good link.

More individual and tailored care

Maximizing tailored care spaces is key to generate the trust needed for the creation and support of the relationship between the youth and the professional. This strategy is the cornerstone to engage in talks beyond the goals of the intervention, where the youth will feel freer to express their opinions and worries, and to gather useful information to adapt answers and strategies to their individual motivators. To this effect, during the talks, asking open questions to force the youth to think and reflect on themselves is recommended, in order to elaborate an answer, through which additional information, maybe not taken into account, can be generated.

Ongoing observation

However, the professional's monitoring can distort some answers and behaviors from the youth. They know they are being assessed, somehow they feel judged. Despite the efforts from the professional to avoid this, it is possible that their reaction is not absolutely sincere. Thus, carefully observing the youth is essential not only during the individual care or classrooms dynamics, but also in any space. In the framework of community projects, the creation of casual relation spaces where a focused observation on behalf of the professional is probable and it can help to obtain a more authentic picture. It can complement the information already gathered in formal training spaces and help into a deeper fitting of the intervention strategies.

Ending each session with goals for the following session

Beyond the personal link with youths, promoting their involvement with the training action in which they are participating is essential to keep the flame of motivation alive. That is why it is important to end each session (both individual and group) with a statement of commitment motivating them to attend the next session. The idea is that every youth can start working on small goals in order to fulfill their interests and curiosity. The goal is the consolidation of the definition of goals, the design of strategies to achieve them, and, above all, the compliance on the commitment to fulfill them by the youth. Thereafter, the scope can be widened so the youth can assume more demanding challenges related to their academic and professional project, as well as assuming the self-management responsibility, end goal of the intervention.

Likewise, it is important to reward the achievement of goals in order to empower the youth and make them feel motivated to assume the next challenge. Specifically in youths with scarce motivation, firstly any effort, as little as it can seem, must be rewarded. Afterwards the spotlight must be focused onto the quality of results and the importance of making one's own decisions. As the environment of trust is being boosted and the link towards the education contents is being strengthened, exploring all areas of the youth to have a clear picture of their situation beyond education and assessing the need for more comprehensive interventions will be easier.

9.3. Core principles of comprehensive work: how to work coordinately

Clearly, in a stage as biologically, psychologically and socially complex as the teen years, limiting the intervention to the school setting to redirect inappropriate or even destructive behaviors is too simplistic. Poor academic performance or «troublesome» behavior can be symptoms not only for a scarce motivation towards learning but also for many more events. For an easier research and analysis of possible factors involved, we considered very useful a script based in the acronym of **the Spanish word FACTORES (factors)**, as proposed by García-Tornel:

<p>Familia (family): relationship with parents and siblings, degree of fulfillment</p> <p>Amistades (friendships): activities, sports, kind of relationships</p> <p>Colegio-trabajo (school-job): performance, degree of fulfillment.</p> <p>Tóxicos (substances): experience, abuse, tobacco, alcohol, drugs.</p> <p>Objetivos (goals): learning, job, family, ideals, dreams.</p> <p>Riesgos (risks): sports, motorbike, car, violent environments, drugs, sexual abuse, diet.</p> <p>Estima (esteem): self-acceptance, self-esteem, self-image assessment</p> <p>Sexualidad (sexuality): information, identity, activity, precautions, homosexuality.</p>
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The most important fact from this analysis is the ability to easily **identify which community actors are to be involved in the care process and coordinate with them** any necessary action to protect the youth.

In this scenario, the **guidance counselor** assumes the role of leader and coordinator, since being the youth's model, it should be easier to broker between them and their complex environment. To start with, they should act as a mediator with the family, involving their parents when some familiar conduct possibly interfering on the independent choice of the youth is detected or the discouragement towards their learning itinerary can be strengthened. Likewise, they must be able to detect different influences potentially getting in the way of the youth and

assessing if they are capable to help them solve them or if resorting to specialized services will be needed.

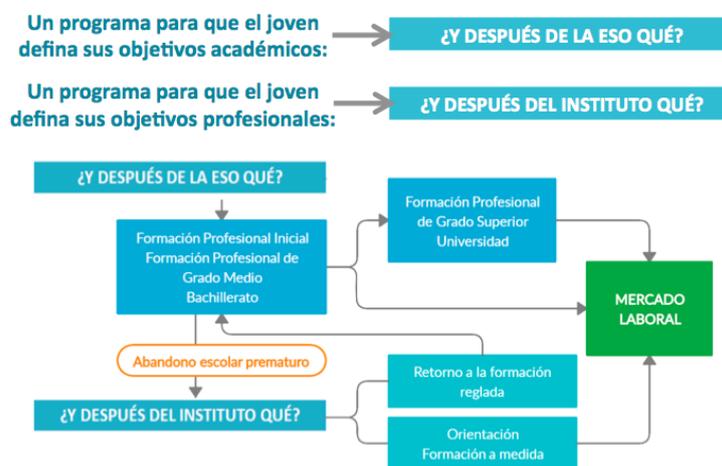
Another guidance counselor responsibility is bearing in mind all specialized services in the city or the region, knowing when and how can the youth have access to them and even accompany them when the support network of the youth is scarce or not involved enough. The establishment of intervention programs coordinated with local professionals managing those services (youth, health, employment, etc.) is also essential to offer specific prevention programs covering the global needs of youths in a comprehensive way, as well as being able to early identify the individual needs potentially presented by each of them and offering tailored answers when needed.

9.4. Best practice in guidance and accompaniment

While there are several guidance and accompaniment programs standing out due to their best practice, there is one that, due to its features, covers the whole requirements regarded as essential throughout this module. Under the name of Programa Dinamo, the city council of Pineda de Mar (Maresme county, Catalonia), together with OrientaPro, designed a guidance and accompaniment program consisting of two projects:

- **¿Y después de la ESO qué?** (What's up after compulsory secondary education?): an academic and professional guidance project in the last year of compulsory secondary education and the first year of post-compulsory education.
- **¿Y después del Instituto qué?** (What's up after high school?): a professional and academic guidance project serving students over 16 neither studying nor working.

Proyecto: dos programas en continuidad



In this sense, a comprehensive guidance program divided in stages is offered, which ensures an attention and follow-up offer to all youths in town, while it tailors its services to the individual needs in a stable and efficient manner.

9.5. What's up after compulsory secondary education?

Goal

The goal of this program is helping youths to define their academic itinerary, while they identify a local technician as the contact person in case of doubt or difficulties.

Implementation

1. The local technicians involved perform between 6 and 10 face-to-face one-hour long sessions, always with the same group, which enable them to become their local model on guidance.
2. A program whose contents are designed by experts in academic and professional guidance is used. It develops on the three fundamental pillars of a guidance process, which are How am I, Where am I and Where am I going, as well as some key areas for this group of people, such as emotional management.
3. Their contents are structured based on didactic proposals with a baseline assessment, a group activity proposal and the creation of a final individual product.
4. Some of these activities promote strategies encouraging the involvement of families in specific activities to help their children to link their interests to the labor market and to empower them to make decisions independently.
5. The program structure is tailored to the individual needs of every high school in town. In this sense, while in a high school all sessions are implemented in the framework of «Guidance Week», in another high school it is delivered 1 hour weekly throughout the second semester.
6. Professionals coordinate interventions in high school according to their needs. Hence, in a high school sessions are performed together with the mentor of each class, in another high school the sessions are performed together with the guidance counselor of the center, whereas in the third one they are delivered only by the local technician.
7. The program ends up with a final product, the definition of the youth's academic itinerary. Each high school decides whether their students should publicly defend their itinerary stating their grounds.
8. The same local technicians, who have become models for the youths throughout the program, get in touch with them via telephone the following year (on Christmas, Easter and summer) to learn how they fare in their further studies.

9. Lastly, a technology platform is used to grant students access to methodological contents and to let local technicians follow-up the execution of activities and their success in the following year in a single place and under the pattern of a «single health record». Thus, even if the professional is changed, the information gathered from each individual is never lost.

Benefits

The first and foremost benefit is the assurance that all youths in town will define their professional project and the academic itinerary in an objective, independent manner, and with the involvement of families.

Likewise, it is ensured that the youths will clearly know their local model and the channels through which they can get in touch with their model in case of difficulties in their path, thus avoiding groups of youths appearing after dropping out and wasting their time at home or wandering the streets and doing nothing.

Moreover, and thanks to the coordinated work with high schools, youths with a higher chance of drop-out have been identified earlier to provide them a professional guidance service, more tailored to their specific needs.

Lastly, and always upon agreement with the family and the education officer in charge, an alternative resource of local guidance is offered (the program ¿IDIQ?) to truant and rogue youths who, after 16, can drop out of high school and substitute it for a resource that suits better their needs. This improves the environment in schools as well as the satisfaction of youths who cannot be helped by the high school more than what has been done so far.

9.6. What's up after high school?

Goal

The goal of the program is provide youths in town with a stable academic and professional guidance service that allows them:

- To define their professional goals
- To access vocational school according to their interests and market demands
- To resume their education defining their academic itinerary
- To receive employability support
- To have models accompanying them throughout the process

Implementation

- The first action performed with the youth is the accommodation, which combines group actions to explain the characteristics governing the service, and an individual interview that gives the guidance counselor a better knowledge of the youth, as well as the possibility to identify their needs and specificities.
- According to the characteristics of the youth, they are offered some individual or group actions aiming to the creation of a link between the youth and the service, namely, their model.
- Almost simultaneously, the offer of workshops and contents is tailored to the individual needs of the youth in order to pique their personal motivators and ensure their regular assistance.
- After consolidating the link between the youth and the service, they are offered with the creation of an itinerary with self-awareness activities that allow them to identify their interests, values, skills, competencies, etc. (How am I?), to define their competency profile. Through this process the youth can change their concept of «loser» and he is granted a second chance enabling him to face the challenge of achieving their goals with renewed self-esteem and new personal resources.
- At the same time, they are offered resources for an introduction to the labor market. Through group or individual visits, briefings, collaboration with regional businesses, etc., the youth discovers the main job opportunities offered by their environment, as well as professional profiles best fitting their competency profile. They can identify in a natural way what professional options are motivating and also truly feasible from their starting point.
- Once the youth has identified the things they like, they are offered professional training resources or are accompanied in a search for existing training resources in the region (PICE courses from the chamber of commerce, vocational training, etc.) to grant them the chance to try if they are really interested in the trade.
- Finally, they are helped to identify their academic and professional goals, as well as to define the route to be taken to attain their goals. Their route must be defined by themselves taking everything that they have learned into account, not only from their own person, but also from the environment, to define a realistic, feasible, and clear route.
- Lastly, a technology platform is used to grant students access to methodological contents and to let local technicians follow-up the execution of activities in a single place and under the pattern of a «single health record». Thus, even if the professional is changed, the information gathered from each individual is never lost.

In addition, one of the features of the process is its flexibility, adapting its pace to the particular needs of each youth and ensuring a tailored follow-up so they can develop their task with the peace of mind of knowing that there is somebody there that can help them if they need support. The intervention of this program is coordinated with other local services serving the youth (health, youth, employment, etc.), planning prevention, activities, edutainment, etc., and based on offering, at all times, a comprehensive service to help the youth to grow up in the most comprehensive way possible.

Benefits

The first and foremost benefit is the assurance that all youths in town will be granted a second chance to redefine their goals and redesign independently their learning or professional itineraries, and all this minimizing the tempos spent sitting around by these youths.

Also, it is ensured that youths will be provided with a stable guidance and accompaniment service supporting them, with professionals covering their needs and with an offer on training and guidance actions giving continuity to the guidance work started in compulsory secondary education.

Furthermore, local technicians in permanent coordination between the different areas benefit from a space that allows them the early identification of possible problems and the offer of comprehensive services of prevention and care. Due to this, the number of youths wandering the streets has dropped, as well as their level of potential social conflict due to an excess of free time.

In sum, the satisfaction level from both youths and professionals involved in the project is very high. Despite the existence of hardships to overcome, after three years some work dynamics have been established for the clear benefit of all actors involved: high schools, local technicians, the city council, and, above all, the young people: there is no need now to scour the streets for youths, they are coming on their own initiative and they even bring their friends when they are in need.

Conclusion

All in all, the implementation of this comprehensive program in stages has allowed swapping the logic by which local guidance services were adapting to sponsored programs subsidized for the definition of an independent and stable guidance and accompaniment program putting the needs of youths in the first place.

Moreover, while it is true that the pilot project was carried out for one year with direct funding from the city council, from the second year onwards the service has been funded by public funding programs from higher levels (SOC, Diba, etc.), adapting their methodologies to the

requirements of funding programs, but retaining their essence of stable and universal guidance, and accompaniment program for all youths in town.

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GOOD PRACTICES AND TOOLS

Motion for a resolution of a case study

16 years old youth from Vic neither studying nor working. He dropped out of compulsory secondary education after repeating the fourth year with the aim to start working. His family wants him to graduate but he does not know why, since he clearly wants to work.

He would not mind getting vocational training but he is not sure about his interests. Maybe something on auto mechanics, because he is into cars, but he also loves tattoos and body piercings.

It is 9 o'clock in the morning and he speaks with a blank stare. He smells smoky and laughs now and then watching his cellphone.

1. What are your first impressions and inferences?
2. Based on this specific information about the youth and the real resources in the region, carry out the SWOT analysis of the situation.

YOUTH STRENGTHS	YOUTH WEAKNESSES
REGION OPPORTUNITIES	CONTEXT THREATS

3. From this analysis, what are the steps to follow to solve the case applying the knowledge acquired from the module? (Identify 4 key elements in your solution proposal).

Definition of an improvement plan to integrate guidance and accompaniment in their day-to-day work environment.

1. Review the guidance and accompaniment program in your work environment taking the items detailed in this module into account.

Our proposal is carrying out a SWAT to allow you the detection of strong points and items to be improved, as well as the identification of potential opportunities and difficulties from the context.

PROGRAM STRENGTHS	PROGRAM WEAKNESSES
ENVIRONMENT OPPORTUNITIES	ENVIRONMENT THREATS

2. Reformulate the guidance program with items regarded as essential by you and explain how would you do it.

Examples: Active guidance and accompaniment projects in the Catalan region (Spain)

In the analysis of scientific evidence by Sandra Escapa and Albert Julià (October 2018), titled "¿Qué impacto tienen los programas de orientación y asesoramiento en los alumnos?" (What is the impact of guidance and counseling on students) in the framework of the project "¿Qué funciona en educación? Evidencias para la mejora educativa" (What Works in Education? Evidence for improving the education), led by Fundació Bofill and the Catalan Institute for the Evaluation of Public Policies (ivàlua), it is stated that «some studies show that guidance and counseling in transitions to secondary and further education is a measure that allows students with less resources to be more committed to and involved in learning and the school, and also not to be left behind or to become future drop-outs».

In any case, the truth is that many youths end up their learning without the secondary diploma or directly dropping out. Thus, different public administrations have implemented guidance and accompaniment programs in the region, which, among other things, help this group of people return to schools and, therefore, they promote the reduction of early school failure. For

illustrative purposes of working examples, following is a selection of active projects in Osona county:

Examples: Active guidance and accompaniment projects in the Catalan region (Spain)

In the analysis of scientific evidence by Sandra Escapa and Albert Julià (October 2018), titled "¿Qué impacto tienen los programas de orientación y asesoramiento en los alumnos?" (What is the impact of guidance and counseling on students) in the framework of the project "¿Qué funciona en educación? Evidencias para la mejora educativa" (What Works in Education? Evidence for improving the education), led by Fundació Bofill and the Catalan Institute for the Evaluation of Public Policies (ivàlua), it is stated that «some studies show that guidance and counseling in transitions to secondary and further education is a measure that allows students with less resources to be more committed to and involved in learning and the school, and also not to be left behind or to become future drop-outs».

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“Programa Referent d'Ocupació Juvenil”

Website	https://ccosona.cat/actualitat/1698-l-oficina-jove-d-osona-engega-el-programa-referent-d-ocupacio-juvenil
Promoters	Catalan Employment Service Catalan government Spanish government European Social Fund
Executing agency	Oficina Jove d'Osona
Target	Youths between 16 and 29 in the transition stage from the educational setting to the professional world
What is it	Accompaniment for youths between 16 and 18 not willing to attend compulsory secondary education or that have started further studies and feel discouraged to finish them.

	Accompaniment for youths between 20 and 29 with a further studies diploma but lacking a clear learning itinerary, joining the labor world or changing their career.
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“Singulars GEA”	
Website	No website available
Promoters	Catalan Employment Service Catalan government Spanish government European Social Fund
Executing agency	La Fera Ferotge Cooperativa
Target	Unemployed youths between 16 and 29 registered in the Youth Guarantee system
What is it	Learning itineraries linked to the region with psychosocial guidance to labor and educational integration: <ul style="list-style-type: none"> - Accompaniment and social and labor integration (competency development, job screening, active job search) - Psychosocial intervention (psychological care, comprehensive intervention, intersectionality) - Pedagogical support (academic guidance, educational accompaniment, language help) - Link with the environment (social network, social and solidarity-based economy, participation) - Tailored training (theoretical-practical, territorial link, professionalizing)
Courses offered	<ul style="list-style-type: none"> - Sewing and pattern making (150 hours) - Organic gardening (250 hours) - Kitchen assistant (100 hours) - Bicycle repair and electric conversion (150 hours) - Web 2.0 tools and video editing (50 hours) - Distribution and logistics (33 hours)

Plan de capacitación del PICE – Programa Integral de Cualificación y Empleo	
Website	http://www.garantiajuvenilcambra.org/formacion/
Promoters	Catalan Employment Service Catalan government Spanish government European Social Fund
Executing agency	Chamber of commerce
Target	Unemployed youths between 16 and 29 registered in the Youth Guarantee system
What is it	Tailored program for the training and the employment or self-employment through: <ul style="list-style-type: none"> - Vocational guidance - Core training (ICTs, Employability and social skills, languages) - Specific training (basic competencies, professional certificates, the work place, entrepreneurship, mobility) - Actions for labor integration
Specific courses offered:	<ul style="list-style-type: none"> - Outdoor activities instructor (215 hours) - Laborer, metal products (125 hours) - Customer care English, B1 and B2 (95 hours) - Spanish for trade (155 hours) - Driving and goods transport (185 hours) - Hairdressing and manicure (215 hours) - Tattoos, health and hygiene considerations (215 hours)

Programa de Nuevas Oportunidades	
Website	http://www.startnovesoportunitats.com/
Promoters	Catalan Employment Service Catalan government Spanish government European Social Fund
Executing agency	Ampans and Intermedia
Target	Youths between 16 and 24 who dropped out early and do not have any academic diploma or professional certificate.

What is it	Comprehensive guidance, training, and accompaniment actions: itineraries of up to 20 months to help youths develop their future career.
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Beyond the outlined projects, in the region there are permanent services, both face-to-face and online, aiming to provide fundamental information for researching all dimensions involved in guidance and accompaniment processes. Following is a selection of main active resources in Osona county.

The region has other resources serving youths with early school failure, such as adult schools and initial training programs centers. In this case, they have not been taken into account since they are not actual guidance and accompaniment programs.

ASSESSMENT OF THE MODULE

Debate/ group discussion

Answer the following questions and discuss the answers within the group:

1. What are the main subjects that require a partnership?
2. Establish a partnership plan between a school and a social action center (or other local organization).

MODULE 10 : ECOLE, FAMILLES, ASSOCIATIONS

Objectifs:

- Learn to establish the education link in schools, families, and projects from associations
- Understand the primary role of parents in monitoring children
- Open up possibilities in complex partnership situations

Content :

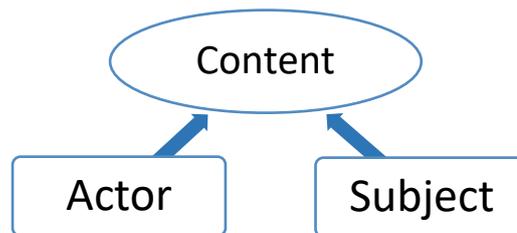
- How to establish the education link in schools, families, and projects from associations
- Guidance program as a research project
- Transversal guidance program
- Examples of best practice in guidance and accompaniment: analysis of 3 flagship guidance and accompaniment projects
- Motion for a resolution of a case study, to be chosen between 3 options according to each individual's own interests.
- Definition of an improvement plan that allows the individual the application of acquired knowledge to integrate guidance and accompaniment in their day-to-day work environment.
- Nyborg model

Introduction

As we have seen previously, the cohesion of the teams, the support of families and the coordination of the various partnerships are essential to the creation of an “enlightened and connected” journey for the young person. It is through knowledge of each person's role, of their proper place that support is possible. The question raised in this module is to learn to “support” taking into account the necessary diversity of the actors. Whatever the difficulties encountered by the young person, the answers are more or less numerous and can quickly “overlap” and sometimes contradict each other. The importance of the partnership between the family, associations and the educational institution aims to create unity and therefore coherence. A lack of relationships can be a factor in dropping out. Besides the contradiction, it can also lead to an acceleration of the pace for a child already in difficulty. Reflecting on and thinking about this partnership in relation to the situations, trying to overcome the possible obstacles by understanding each other's representations are the topics covered in this module. This question goes through the singularity of the situations faced with the intrinsic globalization of any “system”.

10.1. How to establish the education link in schools, families, and projects from associations

As the previous module stated, the education link is based on the relationship created between the subject, the actor, and the contents of education, i. e., **the three elements in Herbart's triangle**, which summarizes the learning process.



According to this view, education contents are the element enabling the interaction between the subject and the actor, which in this case can be the teacher, the mentor, the guidance counselor or the family.

As we have seen in the guidance and accompaniment projects, since the contents of guidance become key contents of the educational action, the link creation is provided by the intrinsic need to research on youth's personal development areas. This can boost the establishment of a closer and trust relationship between the subject and the education actor.

Furthermore, the school and specially the family represent much more stable settings when compared to settings from the projects analyzed in module 9. This fact ensures some sort of continuity of models and can feed the link construction longer and with the use of resources and strategies in the long term.

However, in these settings there are other factors that can impair the creation and maintenance of the education link. Following is proposed an analysis of hardships and some recommended strategies to overcome them.

Treat youths as adults

Both in the school setting and in the familiar setting, it is usual to perceive the relationship between youth and adult as more hierarchical than in other settings. Therefore, it is crucial to try and minimize this perception through a gradual shift, in adults, of the relationship of authority. If we want the youth to regard the education contents as contributions instead of obligations, it is important to make them feel treated as peers. In order to do this, they have to receive less canned solutions and ask more questions about their interests, expectations,

goals, etc.; while showing real interest in their answers, even if they do not seem very realistic or not fitting to the expected answers.

Therefore, if we want to make the youth feel treated like an adult, they not only must be listened without being judged, but also adapt new questions and guidance actions so they can, on their own, boost a self-reflection process leading them to independently tailor their answers as they confront the facts of life, learning to self-regulate themselves and adjust their expectations to the true environment in which they live.

However, the authority of the adult is still essential. We are not talking here about authoritarian positions, but generating the trust in that the life experience of the adult and their knowledge can be a valuable asset to which the youth can and would like to resort to whenever they need.

If this balance is reached, the achievement of the guidance process is boosted in all cases, being more probable that those youths expressing their will to leave school to go to work reconsider their decision when the adult helps them to discover, through guided questions, that it is not easy at all finding a job without the secondary diploma.

Arousing external motivation

The gap between the education system and the production system of our society makes some youths see the school as an obstacle for achieving their professional goal, instead of a facilitator, and even less as an enabler.

To this end, in cases of special discouragement towards learning, it is crucial generating a perception of need towards schools as an element that not only improves the introduction to labor market but also is a cornerstone item without which the mentioned integration is impossible. For «school haters» the prospect of having to go back to school somewhere in the future could be even more horrifying than staying a little longer now.

Anyway, to achieve this goal the worst strategy is telling things like «if you don't study, you'll never find any job» or «if you don't study, you'd never amount to anything», very common sentences in relationships between adults and youths. The only path is the youths discovering the truth by themselves. This is precisely why guidance programs must focus more in asking questions than in giving answers. Inevitably they also have to integrate the production sector (companies and professionals) as an essential partner in school guidance programs.

Moreover, this type of strategies are the most appropriate to keep the youth in a stable environment, such as the school, so some more lasting academic and professional guidance strategies are planned and applied to make the youth aware of the internal motivations encouraging them to define an academic and professional itinerary in the mid- to long-term.

All this will help them to encourage again with their training as the first challenge to overcome in their path to achieve their goals.

Adapting challenges and calibrating tests

To boost internal motivation, mechanisms should be created in order to set challenges for the youth, minor at the beginning but more challenging over time. That is, the path to achieve a big goal is very discouraging, since it seems too far and the huge amount of tasks to be completed before its achievement.

This is why the guidance counselor (teacher) must, initially, help the youth to divide the goal in minor goals, achievable and based on fulfilling their interests and curiosity. It does not mean that planned activities should be extremely easy or hard. The key is adapting the activities to the facts of life and individual characteristics of the youth, calibrating the tests and balancing the challenges proposed, so the youth can feel their improvement when they achieve each minor goal.

Likewise, it is important to reward any goal achieved in order to empower the youth and make them feel motivated to assume the next challenge. Specifically in youths with scarce motivation, firstly any effort, as insignificant as it may seem, must be rewarded. Afterwards the spotlight must be focused onto the quality of results and the importance of making one's own decisions.

With each minor achievement, the youth not only boosts their self-esteem, their fulfillment, and their motivation towards the next challenge, but also develops their skills for an independent definition of their next goals, for designing strategies to help their achievement, and, above all, to assume their commitment.

Involving families

The path to self-responsibility can be quick and effective if families are involved in some of the activities proposed to the youth. Families assuming small commitments can be a very good example to encourage youths to assume their own, as well as implying them in specific (and short) activities can be a good way to provide them with tools to be used during the accompaniment of their children in the out-of-school setting (Blasco, 2018).

Furthermore, making them involve into guidance methodologies and goals is key to avoid families hampering in any way the independent choice achieved by the youth through the process. This is the only viable path to avoid the problem, not only detrimental but also common, by which families encourage decisions in youths through unfounded beliefs, such as considering the high school as the best option because it offers more and best future chances.

Therefore, guidance and accompaniment programs to be developed at school must help youths to load on reasons and arguments that, apart from allowing them define their academic and professional goals in an objective and reasoned manner, allow them to defend their decision before family and friends, as a mechanism to ensure a higher satisfaction in youths towards their decisions and, thus, a reduction in early school failure.

10.2. Best practice in guidance and accompaniment in compulsory education, further education, and comprehensive intervention

Following are 2 successful cases covering all essential requirements that a guidance and accompaniment program should have in middle schools.

Guidance program as a research project (case study: Catalan region)

The first successful case is an academic and professional guidance program that has been successfully implemented for nearly two decades in IES Front Marítim²³ high school, in Barcelona. The tool was designed by Andrés González Bellido, guidance expert and educational psychologist in the center, to cover the guidance needs detected in his students.

This model, as opposed to the traditional guidance model structured as another regular item in the tutorial action, with a dedication of 10 hours out of the 36 yearly hours devoted to tutorship, is structured as a variable subject, compulsory for all students in their last middle school year. The choice of timing is crucial because it is a key moment to make decisions on their training and professional future.

The model²⁴ is structured on the foundations of a research project, in which the student must confirm or refute the initial scenario of their own lifelong project. To this effect, a Word file is provided where they find, systematically, a set of activities and web links enabling them, backed by a specialist, to carry out a process of reflection and analysis on the topics considered essential for the personal, academic, and professional guidance. This exercise should let them create their professional project in a reasoned manner, since they must publicly defend it in front of a tribunal composed by three teachers of the center.

The process of reflection and analysis follows a continuity logic structured as follows:

²³ Public school from Barcelona's *Poble Nou* neighborhood, with a high percentage of immigrants and very different social and economic backgrounds.

²⁴ Its specific name is *Itineraris d'orientació personal, acadèmica i professional* (Personal, academic, and professional guidance itineraries).

a. Self-awareness.

The goal is that the students become aware of themselves, personally and environmentally. Analysis of items related to personality, self-esteem, skills and abilities, working habits, academic record, motivation, values, personal and professional interests, itinerary anticipation, and other important issues (family, friends, etc.).

«The guidance counselor's contribution in this sense is very important, since it helps the student to develop, eases their maturity process, opens new and unknown expectations so far, promotes the raising of awareness of their potential, as well as those personality traits helping in the choice of a job related to their self-concept» (A. Gonzalez). This makes it possible to attain a realistic definition of their professional project, improving their motivation degree towards its achievement, and therefore reducing the chance of early drop-out.

b. Options after compulsory secondary education

After the self-definition of the student, they must find and search their interests and their potentials, since it is impossible to choose what we do not know. In this section, the student must analyze, through the net, any professional settings in which they are interested, deepening in those professional profiles catching remarkably their attention (career prospects, schedule, workplace conditions, payments, etc.). Likewise, the student must deeply analyze what potential educational itineraries can train them for the development of each of the options in which they are interested (times, subjects, costs, other career prospects, etc.).

c. Education system structure and organization

The safety in the path choice does not play the other paths down. All students must perfectly know the education system as a whole because it is impossible to tell when it will be useful. Therefore, they must know any possible option offered in formal education (university, high school, intermediate and advanced vocational training, and educational cycles); non-formal education (programs of initial professional qualification, training and integration programs, adult schools, workshop schools, occupational schemes, etc.); as well as any other option offering the education system (artistic studies, official schools of languages, etc.). In this way, the student can clearly see the organization of the several education systems in coexistence and the opportunities offered by each of them.

d. Structure and organization of the production system (labor integration)

Since the end goal of the whole education process is the student integration to the labor market, they all must know its structure and regulation, what are their rights and duties as workers, what is the basis of labor relations, etc. In this section, students learn the meaning of being an employee (what is a business, what is a contract, different contract schemes, etc.);

learn the meaning of being self-employed (being a freelance, being a businessman, undertaking entrepreneurship, what are its most common industries, what are their features, pros and cons, etc.); discover what are the employment services (regional and national structure, what are their services, what are their rights, how to get in touch with them, etc.); and, lastly, what are the essential tools for the integration to the labor market (what is a curriculum, how is it developed, cover letter, job interview, other mechanisms for staff selection, etc.).

e. Decision-making

This is a key section, since it is the moment to link their personal interests and features to a professional goal, clearly defining what learning itineraries bring them to the achievement of their goal. The safety of knowing the path, its timing, the place where obstacles can appear, potential subsidies, guide the student along the path, offering them safety, peace of mind in moments of doubt, and strengths to reach their destination. That is why the decision must be realistic and coherent with the starting point.

Here, the accompaniment made by the professional in charge is again crucial for the student to make the proper decision. To this effect, the system has planned four times in which the educational psychologist serves individually each student: case analysis; creation of the educational itinerary and labor insertion procedure; coherence analysis with each guidance process provided so far; and assessment and follow-up process, in which the student can modify or adapt whatever they may consider appropriate.

f. Summary

As the ending point of the guidance process, the student must summarize the whole definition process of their professional project, highlighting the most relevant items. To this effect, a document clearly defining the realization of the professional project must be delivered, as well as a Power Point to support the presentation and defense of the project.

g. Assessment and resources

The process assessment is carried out based on the detailed follow-up, made by the person in charge, in the end of the section of *self-awareness*, in the end of the section of education system structure and *organization*, and in the end of the section of *decision-making*. The final grade is made up by the delivery of the summary document, the public defense and the follow-up grades.

Regarding resources, and since the work is self-managed by the student, its launch only requires the educational guidance and accompaniment by the school educational psychologist (1 hour per week) and a computer lab with a computer for each student. Moreover, the system

also takes into account any external collaboration, such as expert briefings, visits to Catalan *Fira de l'Ensenyament education fair*, etc.

The end result of the process allows the students to:

1. Discover and analyze their own and individual skills and abilities.
2. Explore their own training and professional interests.
3. Relate the different academic subjects to education and jobs.
4. Discover the educational resources to which they can access in each stage of their lives.
5. Know and adapt their vocational guidance towards the exploration of education and labor world.
6. Explore and discover the behavior of the labor market: rights and duties of workers, agreements, contract types, differences between employees and freelancers...
7. Know the different channels for job searching.
8. Define a potential learning and professional itinerary, adapted to their interests and consistent with their individual situation.
9. Develop the self-management competencies for their professional project, which, due to the current instability of the labor market, are already considered basic skills in each individual (OECD, 2004).

Reviewing their achievement proves that this system provides a viable answer to all the needs regarded as advisable for guidance and accompaniment programs, while it complies with the top quality standards for academic and professional guidance systems determined by OECD (OECD, 2004).

10.3. Transversal guidance program

The second successful case is an academic and professional guidance program implemented in 24 Catalan schools for the last 3 academic courses. It was born out of the joint work between *OrientaPro and the Servei d'Orientació i Serveis Educatius* (guidance service and educational services), related to the Education Department from the Catalan government, chaired then by Mrs. Joana Ferrer i Miquel. It covers the criteria of the so-called *Modelo Competencial Orientador* (SCAP, acronym for significance, communication, action, projection).



This model, as opposed to the traditional guidance model structured as an additional item in the tutorial action, is proposed to schools as a guidance and accompaniment program to be implemented transversally in different subjects. Its contents are divided into 12 didactic proposals, both on curriculum and competencies. The curriculum of the second cycle of compulsory secondary school education was used for its design, since it is the key moment for making decisions on training.

PROPOSTES DIDÀCTIQUES DEL PROGRAMA ASSOCIADES A COMPETÈNCIES BÀSIQUES

PROPOSTA DIDÀCTICA		ÀMBITS ASSOCIATS A MATÈRIES							ÀMBITS I COMPETÈNCIES TRANSVERSALS		
		HORA DE TUTORIA	LINGÜÍSTIC	MATEMÀTIC	CIENTÍFIC-TECNOLÒGIC	SOCIAL	ARTÍSTIC	EDUCACIÓ FÍSICA	CULTURA I VALORS	DIGITAL	PERSONAL I SOCIAL
COM SOC	1 - Les meves habilitats			✓						*	*
	2 - Les meves competències		✓								*
	3 - Els meus valors professionals			*				✓			*
ON SOC	4 -Formació i societat, quina relació hi ha?		*			✓					*
	5- Investiguem el mercat laboral		*			✓					*
	6- Dones de ciència				✓				*		*
	7- Orienta't i encertaràs!							✓		*	*
	8- Anem per feina! El currículum i l'entrevista		✓							*	*
LES MEVES DECISIONS	9- El poder de les decisions					*		✓			*
	10- Imagina: com seria la teva aventura?							✓	*		*
	11- El Saló d'Ensenyament – La visita	✓	*								*
	12- Tria la teva aventura!						✓			*	*

✓ Competències principals * Competències relacionades

As the picture shows, the program²⁵ is structured on the foundations of a model of competencies-oriented guidance. It arranges 12 didactic proposals around the three main axes that a youth must cover to make an objective decision regarding their academic and professional future: **How am I, Where am I, and My decisions**. We can also see how the didactic proposals have a main subject from which its implementation is proposed, marked

²⁵ Its specific name is *Tria la teva aventura* (Choose your own adventure).

with a ✓. Some of them are involved in a subject for some time during the implementation and are marked with a ★. All of them have the personal and social competency into account throughout the didactic proposal.

Moreover, the didactic proposals, which have into account the systematic involvement of the family for their development, are structured initially presenting the curricular items to describe in detail later all the *items in the teaching sequence*. The goal of this detail is that the teacher assumes the ownership of the didactic proposal to fully implement it or to use only the parts that add value. In the end, the goal is offering a resource to teachers that allows them to easily introduce guidance in the curriculum and from an action shared by the faculty as a whole or some parts of it.

Curricular elements

The didactic proposal begins by highly detailing:

- Area competencies linked to subjects
- Transversal area competencies
- And key contents proposed to work in each involved competency.

Les meves habilitats
COM SOC? I
ÀMBIT MATEMÀTIC

COMPETÈNCIES IMPLICADES EN EL TREBALL DE LA UNITAT

COMPETÈNCIES BASIQUES DE L'ÀMBIT MATEMÀTIC	
DIMENSIO HISTÒRICA	<p>Competència 9. Representar un concepte o relació matemàtica de diverses maneres i usar el canvi de representació com a estratègia de treball matemàtic.</p> <p>Competència 12. Seleccionar i usar tecnologies diverses per gestionar i mostrar informació, i visualitzar i estructurar idees o processos matemàtics.</p>
COMPETÈNCIES TRANSVERSALS	
DIMENSIO INSTRUMENTS I APLICACIONS	<p>COMPETÈNCIA DIGITAL</p> <p>Competència 2. Utilitzar les aplicacions d'edició de textos, presentacions multimèdia i tractament de dades numèriques per a la producció de documents digitals.</p>
DIMENSIO AUTOCONEXIEMENT	<p>COMPETÈNCIA PERSONAL I SOCIAL</p> <p>Competència 1. Prendre consciència d'un mateix i implicar-se en el procés de creixement personal.</p>

CONTINGUTS CLAU IMPLICATS

CONTINGUTS CLAU DE L'ÀMBIT MATEMÀTIC	
C9 C12	CC4. Llenguatge i càlcul algebraic.
C9 C12	CC6. Representació de funcions: gràfics, taules i fórmules.
C9 C12	CC14. Dades, taules i gràfics estadístics.
C12	CC15. Mètodes estadístics d'anàlisi de dades.

Elements in the teaching sequence

Following we can find:

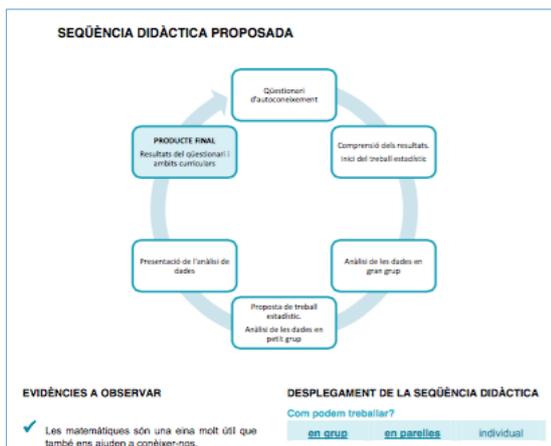
- The proposed teaching sequence
- Evidence to be observed

- The development of the teaching sequence
 - Structure by sessions
 - Timing
 - With stimulation proposals
 - With indicators of the involved attitudes: knowledge, method, stand, and perspective.
 - With indicators of the educational guidance criteria in the framework of the teaching sequence, according to its implementation through areas (A-SCAP model) or through tutorship (T-SCAP model)

- The proposal for the curriculum and competency assessment uses the same tool to allow the student's self-assessment and an assessment from the teacher. Thus, the youth can compare both assessments to identify items to be improved.

- The annex, whenever needed.

-



Les meves habilitats
COM SOC? I

1ª Sessió Qüestionari d'autoconeixement

10 min. 45 min.

INTRODUCCIÓ
 Abans de començar amb el treball del contingut, llançarem la següent pregunta:

- Creieu que les nostres habilitats, interessos, valors... es poden mesurar?
- De quin manera?
- En coneixeu alguna?

QÜESTIONARI D'AUTOCONeixEMENT
 Abans de fer el qüestionari, recomanem fer una petita introducció:

- Com hem comentat fa una estona, a continuació passareu un qüestionari que us oferirà com a resultat quins són els vostres interessos professionals. Per obtenir aquestes dades, el test utilitza diferents tems (preguntes) que fan referència a aspectes de:

Likewise, both the didactic proposals and each of the three sections of the program have a final product to be delivered by the student, designed to help them to discover, little by little, the essential aspects that will later have to be used to make the decision on their career goal and define the academic itinerary to be followed to achieve it.

In this case, like the latter, the student can:

1. Discover and analyze their own and individual skills and abilities.
2. Explore their own training and professional interests.
3. Relate the different academic subjects to education and jobs.
4. Discover the educational resources to which they can access in each stage of their lives.
5. Know and adapt their vocational guidance towards the exploration of education and

labor world.

6. Explore and discover the behavior of the labor market
7. Know the different channels for job searching.
8. Define a potential learning and professional itinerary, adapted to their interests and consistent with their individual situation.
9. Develop the self-management competencies of their professional project, which, due to the current instability of the labor market, are already considered basic skills in each individual (OECD, 2004).

According to the conclusions reported by centers by the end of the first year after its implementation:

1. It provides a working structure for the creation of their own guidance program.
2. It promotes a shared guidance action between different teachers and settings.
3. It widens the assessment of guidance actions and, therefore, the improvement and inclusion opportunities in the curriculum.
4. It links the learning of competencies to key competencies in the professional world.

Resources for implementation

Lastly, the program provides schools with a technology platform where they can find several tutorial resources (PDFs with didactic proposals, platform tutorials, etc.), apart from an e-learning environment where students, through a customized user, can do an important part of the proposed activities, and teachers can perform the assessment and follow-up tasks of all their students.

El meu pla / Com soc:

Cal recordar que informar no és comunicar. Cal preparar la comunicació: Preparar els temes a tractar, fer un esborrall, assajar, tenir controlats els canals de comunicació i el temps que invertiràs, i sobretot, aplicar l'autocontrol.

Benvinguda

Les meves habilitats

Maig 2020			
dt.	dt.	dc.	dj.
27	28	29	30
4	5	6	7
11	12	13	14
18	19	20	21
25	26	27	28

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GOOD PRACTICES

Motion for a resolution of a case study

October, 2020. Everything is back to normal again. You are the tutor of a group of 25 people of 4th year of secondary school. One of the 15 year-old students, who has always been a fairly good student, starts showing disdain towards some subjects. After an individual interview with her, the youth expresses her worries about what to do after middle school, whether moving to high school, since she has always dreamed of being a doctor, or to a intermediate vocational cycle, since some of her friends have chosen to train in hotel work and tourism because «there’s a lot of gigs and you earn a lot of dough». Her family stands by her in both decisions: *«they keep telling me that the most important thing is for me to do something that I like».*

1. What actions would you plan with her, taking into account that there is a weekly one-hour session of group work and that you can individually interview her once per month?
2. How would you get her family involved?

Definition of an improvement plan to integrate guidance and accompaniment in their day-to-day work environment.

3. Review the guidance and accompaniment program in your school taking the items detailed in this module into account.

Our proposal is carrying out a SWAT to allow you the detection of strong points and items to be improved, as well as the identification of potential opportunities and difficulties from the context.

PROGRAM STRENGTHS	PROGRAM WEAKNESSES
ENVIRONMENT OPPORTUNITIES	ENVIRONMENT THREATS

4. Reformulate the guidance program with items regarded as essential by you and explain how would you do it.

Commitment community as a tool in preventing absence in Denmark.

The term obligatory community is an important concept in the Danish school tradition and has been and is explicitly part of the purpose or foundation of most Danish schools. Thus, the way of being together must not only be a community but a committed community. This particular qualification of the community - based on the Danish 'school father' Grundtvig's view - is based on the fact that through unconditional acceptance from others and from God, so to speak, man is made free from concern for his own worth, that is, whether he or she is worth something, and can use this freedom to be something for others.

In addition, the obligation holds for people in a community to take the others so seriously that one responds positively or negatively to the words and actions of the others so that they become wiser about themselves. In modern psychology one speaks of making oneself available as a "mirror" to the others. Only through positive reflection in others, can a person develop proper self-understanding. Therefore, in a good community, everyone must be obliged to reflect in others and be available to others as a mirror. Only in such a committed community can man find himself, Grundtvig believes²⁶.

Working explicitly with commitment in a community and helping students understand what this means in practice, will often show a positive effect on those who are most vulnerable to be excluded.

In working with developing communities, it is important, to focus on the group understands what is needed, to include everyone, despite differences. There is a need for training and exercises in how the students in the school do it, quite specifically. How to meet another student, what is empathy and why is it important to have a good class community.

Commitment communities are also a powerful tool in working with parents. Since the way they have a community can have a massive impact on how the children's communities work. It is important for the school to take responsibility for helping the parents create this community. This can be through parenting meetings where agreements are made around various events and the children and young people meet outside the school.

²⁶ <http://grundtvig-koldsk-skole.dk/leksikon/forpligtende-fallesskab/>

Parent-school collaboration

An important tool for preventing absenteeism is close cooperation with parents. Before any absence begins, it is essential that agreements and clear expectations are made. So that if a problem arises, the school can go to the parents with peace of mind and agreements can be made on how they and the child / young person can best be helped. It is imperative that teachers dare to be honest, in a good and proper way of course, to parents so that they become aware of how important it is for their child to be present in school. Teachers must also show understanding and willingness to enter into a dialogue with parents about what it takes to get the child back to school. This could be, for example, special measures in the classroom, close contact between school and home daily on the telephone, the possibility of more breaks for the child, closer contact with a special adult at school, etc.

It is most important that the parents are recognized as the ones who knows the child best and therefor might be able to answer what it takes to help the child back to school in the best way - even though 'the system' around the family may perceive them as partially unsuitable as the parents and do not live up to the first appointments.

In order for the good cooperation to succeed, school and other professionals must work from a humble perspective, where recognition of the parents' experiences and understandings is highly weighted in relation to the efforts that are initiated. The parents must be a partner in order to succeed in getting the child / young person back to school and well-being.

The « SIGNS OF SAFETY » tool

The development of *Signs of Safety* began in the 1990's drawing on solution-focused therapy and the direct experience of effective practice by child protection workers and the experiences of families. It is now a comprehensive and mature approach being implemented in over 100 jurisdictions in 17 countries around the world.

Signs of Safety continues to evolve within its core framework reflecting innovation by child protection workers in the international *Signs of Safety* community, the experiences of families and adaption in varying jurisdictions.

Jurisdiction wide implementations have highlighted the role of *Signs of Safety* in transforming not only child protection practice but also the child welfare organisations, as policy, learning and leadership are aligned to the approach.

Description of signs of safety practice

Signs of Safety is an integrated **framework for how to do child intervention work** - the principles for practice; the disciplines for practitioners' application of the approach; a range of tools for assessment and planning, decision making and engaging children and families; and processes through which the work is undertaken with families and children, and including partner agencies.

Signs of Safety practice returns child intervention to being the catalyst that initiates behavior change by families.

Principles – underpinning the approach

Working relationships are fundamental, with families and other professionals.

Relationships must be forged and maintained in the face of the coercive nature of child protection intervention, biases towards pre-judgment of families and different perspectives of professionals.

Stance of critical inquiry – always being prepared to admit you may have it wrong.

As Eileen Munro observes, “the major source of error in child protection is not being prepared to admit you may have it wrong” (reference). Child protection investigations need to take a questioning approach and remain open minded. They cannot be the formulation of a hypothesis and fitting the evidence to support that hypothesis.

Landing grand aspirations in everyday practice

Families and front line practitioners are the arbiters of whether practice works. This “**practice led evidence**” has informed the development of *Signs of Safety* and continues to be the engine of learning for practitioners and to drive innovation and evolution of the approach.

Research evidence and studies

Qualitative and quantitative evaluation and research, and administrative data from implementing jurisdictions around the world, consistently indicate the following outcomes:

- Families feel more empowered and are more able to understand and address the concerns and requirements of child protection authorities.
- The number of children removed from families reduces relative to the number of families with whom authorities work more intensively to build safety around the children.
- Practitioners report greater job satisfaction due to the clarity of the approach, the usefulness of the tools and the impact for the children and families.

In considering these outcomes it is important to remember that the goal of practice is to improve children's safety not to keep families together as an end in itself.

The evidence and theory base for *Signs of Safety* has developed substantially within action research, collaborative and appreciative inquiry, or broadly "practice based evidence", and means the approach is built from what is probably the strongest single knowledge base of what works in actual child protection practice (see for example: Christianson, and Maloney, 2006; Teoh et. al., 2003; Turnell 2004; 2006; 2007; Turnell and Edwards, 1997; 1999; Turnell, Elliott and Hogg 2007; Turnell and Essex, 2006; 2013; Turnell, Lohrbach and Curran 2008; Turnell, Vesterhauge-Petersen and Vesterhauge-Petersen, 2013). The *Signs of Safety* community has also begun to publish on effective leadership and implementation (see Turnell, Munro and Murphy, 2013; Australian Centre of for Child Protection, 2014 in press).

Implementation

"Implementing a practice framework, *Signs of Safety*, is fitting a complex social system into a complex social system" (Munro echoing Pawson 2006).

Implementation science indicates that a persistent and comprehensive approach is required for effective implementation. While outcomes are apparent quickly, widespread and sustainable adoption and outcomes take time. Experience implementing the *Signs of Safety* suggests the following key components of implementation:

- **Structural arrangements** including a project plan (for multiple years), effective project management and governance, core documentation, and over time aligning all policies and procedures with *Signs of Safety*, and continuing review and implementation planning.
- **Learning strategies** including basic training for practice staff and advanced training and coaching for supervisors, and over time deliberate workplace based strategies, and aligned individual and group supervision.

Leadership imperatives including a clear and explicit organisational commitment to Signs of Safety, and over time strong, visible and engaged senior management demonstratively focussed on practice, growing organisational congruence with the approach ("parallel process"), and critically, fostering a safe organisation (building confidence that workers will be supported through anxiety).

Disciplines – guiding workers' behavior and application of the approach

Clear distinction between past harm (the harm that has actually occurred, not what we are frightened about), **future danger** (on the basis of the past harm, what child protection authorities are worried could occur if there is no change in the families' behavior), **and complicating factors** (the circumstances of the family that lie behind the neglect or abuse, most commonly such as mental health issues, drug and alcohol abuse and family violence).

Clear distinction between strengths (positive aspects of the family such as their love for the children) **and protection** (actual behaviors that demonstrate a capacity to protect the children, such as removing dangerous adults from the household, or occasions when the parents felt as if they could but did not harm the child).

Plain language that can be readily understood by families, in all verbal and written communication.

Statements focusing on specific observable behaviors, avoiding meaning laden, imprecise and poorly understood labels and diagnostic descriptors.

Skillful use of authority, using the statutory authority of child protection but giving families choices about how to work with authorities and finding ways that work for them.

Assessment is always a work in progress, although this cannot preclude taking action.

Tools

Assessment and planning tools are used for “mapping” the complicating factors, with the past harm and future danger in succinct statements, the existing strengths and safety, and the required safety, all in plain language. There are various versions internationally but all encompass the four domains for enquiry:

The “**three columns**”:

- What we are worried about (past harm, future danger, complicating factors)

- What is working well (existing strengths and existing safety)
- What needs to happen (family and child protection authority safety goals and next steps for future safety)

And the **scaling question** to make judgments about how safe the child is, from the perspective of the child protection authorities, the family, their networks and other professionals, to bring the case to judgment, develop understanding between the parties and to drive change.

Within these domains of enquiry are the risk assessment analysis categories that involve defining the harm, outlining the danger, identifying existing safety and defining safety goals to address the danger statements, all in succinct plain language.

When we think about the situation facing this family:		
What are we Worried About?	What's Working Well?	What Needs to Happen?
HARM	Existing strengths	SAFETY GOALS
DANGER STATEMENTS	EXISTING SAFETY	Next steps
Complicating factors		

On a scale of 0 to 10 where 10 means everyone knows the children are safe enough for the child protection authorities to close the case and zero means things are so bad for the children they can't live at home, where do we rate this situation? (If different judgements place different people's number on the continuum).

0 ← → 10

Tools for **engaging children**, bringing the child's voice into the assessment, and most critically as a catalyst for change, to the family. The **three houses** (good things, bad things, dreams) is a child's version of the three columns to capture their experience.

Words and pictures explanations are used for parents to explain what has happened and what is happening to the children, and if applicable, set out the safety plan. Words and pictures serve as both the explanation that children need to understand their situation and as a catalyst for change for families.

There are variations and additions based on these core tools that have been developed by practitioners to suit specific needs and cultural settings.

Processes

Child protection practice is rarely linear and never formulaic as the principles and disciplines illustrate. Notwithstanding this reality, the core processes of *Signs of Safety* practice involve the following elements set out in a logical order:

- Mapping the assessment and plan, doing so with the family and in time with their network (extended family, friends and professional agencies with whom the family is engaged and who share a concern for the children).
- Being as committed to identifying what is working well - and identifying the strengths demonstrated as safety, the 'signs of safety' - as being clear about the worries.
- Narrowing the key factors and conclusions into succinct and clear statements of past harm and future danger.
- Making a judgment about how safe the children are.
- Building a safety plan from safety goals and actions that address the danger statements.
- The safety plan drawing on a safety network comprising particularly extended family and friends, and also professionals.
- Engaging the children, both bringing their voice into the assessment and parents explaining to them what is happening.

The Nyborg Model : the exemple of cooperation in Denmark (interviews with the representatives of different organizations)

The Nyborg Model is a model for cooperation between various departments within Nyborg Municipality – first and foremost schools, day care, social services and the health department. The idea behind the model is to locate children at risk or children with specialized needs earlier and therefor helping them earlier.

There are four teams in the Nyborg Model right now, and the core is psychologist, Social worker, health worker and family worker. The expanded team also holds teachers from the schools or leaders from Kindergartens. Core team meets every week, expanded team every month. Each case is first dealt with in the small team and they invite professionals. Schools

will often send teachers, but it could also be others. There should be no limits on who could participate. It could be Employment workers, doctors, therapists, support persons. The parents have to approve that all involved persons can discuss the case. Parents are invited to most meetings and they can see everything that is going on. They can always retract their consent.

Relations are important. They know each other and can call each other easier. The intention was to focus much more on prevention. It came from the Social department who wished to reduce the number of cases. Now we say it can be preventive, but still be a social case. One of the main reasons why the Nyborg Model works, when similar models don't work, is that leadership is involved. Twice weekly the team met for the first four years. One of the days a department head from the municipality was attending and a leader were there. Now they do that every second week. That creates a sense of being close to the administrative, managerial level. The distance is much shorter from a problem to the decision. Some of the levels in the team are gone. That system is fast and efficient.

PPR – Psychological Pedagogical Counselling

By Danish law all municipalities must have a PPR – a government body that provides psychological and pedagogical counselling and testing of children. Most children that are of concern to the professionals will be tested by the PPR. ²⁷

If a child in school needs a special support beyond 9 hours a week, the law requires an assessment from PPR. That is the basis of their work. It is done differently in various municipalities, but the core is to determine, guide and assess. There is also a bit of treatment. It's not a core issue, but it could be. The PPR employs psychologist, but also speech therapists and reading consultants. They cover ages 0-18 years. There are 16 staff in Nyborg. **Determination** is about finding out what the child needs in order to function in school. It is often a cognitive determination, sorting them by intelligence based on what they can do in the future. Today it's more focused on getting knowledge on the child and family than strictly on intelligence. **Guidance** has grown since 2010 with the focus on inclusion in Danish schools. Earlier, the psychologists wrote reports to send children to special needs school. Now they have a consultative approach from the schools. They can give guidance to children, professionals and parents. **Assessment** is used when the child needs something other than normal school. It is also a legal document that gives the child and the parents certain rights.

A case in the PPR could begin as a concern around a child. At first it should come from the teacher and parents and it should be resolved between home and school. If they can't solve it with their knowledge, they can include the PPR. At first it is consultative and anonymous,

²⁷ We interviewed Per Leo Nielsen head of the PPR on February 26th, 2020.

discussing it with teachers or the headmaster. That discussion can end as a PPR-case (mono-professional) or if the problems are more complex and beyond school, they suggest a case in the “baton log” in the Nyborg Model. If the concern is serious enough, it will be a social case. The “baton log” can be seen by all professionals around the child, including parents who must give their consent.

If a student is absent often the school should react at 5 %. The teacher should assess it and at 10 % the leader must be involved and at 15 % PPR must be involved. That is a Nyborg policy. There is national law that parents can lose their child subsidy at 15 % absence. Earlier the focus was on illegal absence. Few students have this, and their problems are often serious, and they are known in the system. Now we have three levels. Illegal, sickness and legal. We should focus on all forms of absence and take it seriously. There should be an action at 5, 10, and 15 % but it doesn't specify. Families can have many resources, so if the family is on vacation, it could mean absence, but it should also have a response.

Even though the reason for the absence is sickness, it could have repercussions that they have been gone. Has the student received classes at hospital? Has he/she missed something? Is the student self-conscious? Has he/she gotten anxiety? Have his/her friends gotten new friends? All those things are also very important. The psychological ramifications are very important, and all absence is absence.

There is no correlation between absence and PPR cases even though we know that absence is one of the most important indicators. Lack of behaviour should also be a parameter in opening new cases. The problem is big. We haven't had focus on it before and it is bigger than PPR and the schools have thought. Nyborg's level of absence is in the average range in Denmark. 4 % of students have more than 5 % absence every year. In other countries it's as high as 40 %. It is very problematic when we look closer at it. 2-4 children in each grade has too much absence. 30-50 students in every school. We should look at the spread, not the average. The strong well-off group shouldn't compensate for the others.

Some years municipalities focus on anxiety or language or others. Now we talk about children with complex difficulties because there are often more problems and the multitude tend to make the problems worse and more complex. By using a questionnaire, the child has filled out we can compare that to other children in other parts of Denmark. Is this serious beyond teenage problems?

From the school's perspective

Vibeskolen (The Northern Lapwing School – named for this Danish bird that is often seen in the fields of the countryside) is located in the small town of Ullerslev and the village of Aunslev in Nyborg municipality. The school has just under 600 students in two locations.

²⁸The school noted absence in every lesson. They could see that some subjects had more absence than others because these classes were unpopular with the students. That focus helped and some students began showing up more. Every month the school secretary makes a list for each class with

- Legal absence
- Illness
- Illegal absence

Some students have more absence, but sometimes they know why. It could be anxiety or other psychological issues. Maybe a student has a high degree of absence, but it could be historic due to a family vacation out of school holidays. Often times they would already be in contact with the parents if the absence was too high. It's not always the students with absence she is worried about. Some students come to school every day, because their home and family life is in chaos, so school becomes a haven, but they don't learn anything. The teachers make an assessment in each case before acting on it. The new law about 15 % made some students come ask about their percentage. They took responsibility on behalf of their parents. These cases demonstrate, that the school acts according to national law and local guidelines.

If a girl in 7th grade would have too much absence, first step would be to look at her absence, if it's legal. Maybe she was on vacation with her parents. It could also be illness like mono. If the absence is illegal, they contact the parents. If the parents don't react, the school will call them in. The headmaster evaluates on her knowledge of the parents if it should be a more informal meeting or a more formal one with the social department. Often, they start with the soft meeting. Then the parents could give consent to a network meeting in Nyborg Model. In the network meeting, Dorrit would often invite the career councillor. The idea is that all children of concern should have a meeting in the Nyborg Model, but sometimes that isn't possible. If headmaster calls in a meeting in the Nyborg Model it could take 1,5 months, because it can only be Tuesdays, due to the structure of the model. That's why they try to solve it themselves in school at first. More parents are concerned when the Social Workers are there, they can more easily accept someone from PPR or the Family House. The cooperation needs to work after the meeting, so they need to do it in a good manner.

If students feel uninspired, bored or hindered by schoolwork in such a degree, that they won't come to school, the headmaster has a few options.: internship a day every week or take a whole week once in a while. In the long periods of school, if they're gone once a week, they

²⁸ Dorrit Høgh is the deputy headmaster with responsibility for the eldest classes (7th to 9th grade). We interviewed her on March 9th, 2020 on how the school deals with absence of students.

won't feel like they belong in class nor in the workplace and they don't get picked for group work. With the students with a high degree of absence, they are honest with them, when they don't get picked for group work. They need to show up in order to be picked. It's tough to hear, but they need to hear it. The school also has **AKT-staff at school (Behaviour, Contact, Wellbeing)**. If they have a good relationship with them, they could have a couple of talks weekly or get help to get a call in the morning or be picked up.

Every week the teachers in each grade meet. The entire phase (7th to 9th) meets every month and here they would keep all the teachers informed on at risk students. If the students need to leave early, because they can't do a full day of school, they need to inform the class teacher or the office. Wherever they feel safe. The students need to feel, what they need at that point. That's not up to the school. In those cases where a student has been gone because of illness, they often start at maybe three hours a week. The teachers make weekly plans that the students can follow from home. If you broke your arm, you could do most of classes, maybe not Phys Ed. No children will stay away for months without contact from teachers to parents. The kids can use social media to stay in touch. The school tries to make a schedule, so they can begin by coming a few hours every day. A few years ago, some girls were operated in the back. The teacher sent them something to do at home for six weeks and arranged for girls from the class to visit them.

In some cases, despite the school's best efforts, there will some students with massive, illegal absence. It could be due to psychological issues, trouble at home, social problems, abuse of drugs or alcohol etc. In those cases where a student has been gone for a long while, it's difficult to get back in class, because there's so much to cover. They fall behind. It's a bad spiral. It's much easier in grades 4.-6. to come back. The student doesn't have the capacity to catch up in the older grades. If it's social problems in the family it's easier to get them back, than when it's anxiety. If you don't like it at home, it's a haven to be in school. They know the drill and what to do and to expect. There's nothing unpredictable. Some of them come every day. They don't do anything, but they come every day. It's easier to be in the structures.

The headmaster also says, that we have some children that we drop in Nyborg Municipality, because we try to keep them from special needs schools as long as possible. Dorrit is worried, that they will find criminal pathways if we don't help them build better relationships. When dealing with the girls with anxiety, they are easier to handle, but it would have been nice with a resource with a teacher alone for a while. These kids have a bad conscience. They know what they are expected to do, but they can't cope with it. It would help to give them a haven and allow them to still be connected with school.

From a teacher's perspective

This is a Danish system where one teacher is primarily responsible for the class and their wellbeing. Wellbeing is also a part of the reading conferences. Wellbeing has to do with how well they read. There isn't a clear connection between their wellbeing and the reading, but they are curious at what narrative the students give them.²⁹

When the students are being tested, they are given a colour if they don't perform as expected.

There are **four colours**:

- Blue: Great difficulties, maybe cognitive
- Green: They have problems with reading but otherwise learn what they need
- Purple: Their way of contact and behaviour interferes with their reading and learning
- Orange: Bilingual children

This forms the basis between meeting **AKT (Behaviour, Contact, Wellbeing)** and reading. The new focus coupled AKT with reading. What it is that the students can't do? What can't they handle? It turned out 40 % of children with AKT difficulties were dyslexic but it wasn't handled. But this is still a culture of finding errors and flaws and Katia doesn't like that approach. Some children take a PSV (Psychologic valuation) and are told, that they only talk to their teacher when they are sad, but not when they are happy.

They put the children into four categories based on their performance. Are they good at understanding text and decoding words or not? That gives the chance for the teacher to assign places in classes based on who can help others and who needs help. Sometimes they tell the children explicitly, why they are placed, where they are. In these meetings, it's important for the teacher to know that it's their conference and class, so the class teacher is in charge. The school works with the narrative and not finding errors. The narrative can change when we work with it. It is important to keep focus on the strong children as well and be oriented toward actions.

4kløverskolen is a relationship school first and foremost. They use Cooperative Learning. Wellbeing comes when the schoolwork works. The school has good marks in wellbeing. Now teachers could say openly in class: "Lucas has a tough morning, could you please help him?"

²⁹ Katia Karner Hansen works as a schoolteacher at 4kløverskolen (The four-leaf clover school) and as a reading counsellor. Besides teaching regular school subjects like Danish, Katia works with the dyslexic children of the school. The 4kløverskole has roughly 520 students across two locations – grades 0 – 6 in the village of Frørup and grades 0-9 in the town of Ørbæk. The school usually performs very well in exams when correlated to the socioeconomic background of the parents. When Katia tells about the school's work to combat absence, she tells that the school has kept the class teacher role.

“Would the dyslexic turn on app writer?” The school also has good grades over many years and that has validity. If the dyslexic work hard, the “normal” students have to work hard as well. They are not being soft on the children, but setting the bar high.

The greatest challenges for dyslectic students come when they are younger. They need to recognize that they are dyslectic. They need more maturity in their learning and working. When they are testing children for dyslexia, they can turn out red, meaning dyslexic or yellow, having dyslexic traits. The school plans Digi-days (a euphemism, short for digital days rather than dyslexic days) for all red and yellow students across all classes in the grade a couple of times a year. Roughly 7 % of students are red and 3 % are yellow. 50 out of 512. In the younger classes Katia and her colleagues work with emotions and understanding what being dyslexic means. The older students can easier just learn to cope with their dyslexia. They don't want to get fixed; they want role models and have a community with likeminded. The language is fundamental. The teachers hardly ever yell or send the students to the office. They work on a formula called “Acknowledgement outside – realization inside-Action” They also need to know how the brain works. They need to learn about themselves.

The clever dyslexic students, who are often neglected, also need attention. They get good grades but they're slower. This also has to do with choosing the right education later on. They also need to learn about their brain, that they get tired. Right now, a bright boy has a few hours every week with the janitor in order to be in class. The school always needs to ask itself: What kind of boy is he? How can we help him?

The relation with parents is also very important. There is also a network for parents, and they need to learn what to expect and how to deal with it. Parents also call Katia when they suffer. The school also uses their own former students as role models, and it allows the students and parents to mirror it. There is a new cooperation with the high school in Nyborg where the oldest students will learn about various directions in education with former students as role models. They also have digi-friends from older grades to the younger. Most of the times the students are not part of the network meetings, but the students meet the former students.

The students are very different. They are not the same, though they are dyslexic. They have similar structures, but we show the variance. Katia doesn't talk about tools, cause that is a fix-it mindset. They need knowledge on how to deal with their own dyslexia. Now the help the students get are very individual. Workshops for colleagues where they try what it's like to be dyslexic. This should be twice a year. Now most of the students in Student Council are dyslexic. Now they congratulate students when they get the red diagnosis. Six out of seven red students last year lifted their grades 1 or 1,5 throughout year nine. The students are so different, they are not “The dyslexics”. Most of the students see Katia as their own. The relationship is very

important. The Digi-wall is the first thing you see when you enter the school. Artefacts creative narratives.

Katia as a class teacher has more conversations with parents and children if they are absent. If that doesn't work they need the Nyborg Model. A class teacher can go a long way with a good relation. Some colleagues send texts to their students. They recognize that it's good to see you and nice that you stayed in school so long, even if they leave early. It's not a soft approach. They agree with fathers who want them to stay in school and do their work, but it's the road there, that's important. We need to see the children as they are and recognize them. The children want to make their parents proud. For a girl the first step was for her to be in school. They recognize when she is there. Then she noticed that she liked breaks because she was a part of a group. Now she asks her teacher, to check if she has understood assignments, which she never did before. They should work with short and realistic goals. Now it's no longer the leader who writes a letter of concern to the social department. Now teacher and leader have to be a part of it. It's important with backup from leaders when there are conflicts.

One Model – Op Lille Hans

One of the models used to combat school absence is a programme called **Up Little Hans** (Based on a Danish children's song where little Hans doesn't want to go to school.)³⁰

"Op Lille Hans" has existed for 10 years. When the schools notice the students are absent, they contact Dorte. No visitations, no long reports, Dorte visits the family and makes a plan how to help best. Not as punishment, but as a help. She either helps by being there in the morning or calling or sending a text. Right now, there are very few students but typically there have been 20-25 students a year. Typically, they are part of the program for 4-5 months with de-escalation so it ends with a text. The parents also need to step up and take the parent role back. The parents get a break and that gives them a chance to catch up again. The parents need to learn to take responsibility. They can turn off the Internet. Dorte tells them, that it's okay because they pay for it. Dorte visits the family as soon as the school contacts her and tells about the program. Dorrit Høgh tells that the school sometimes use "Op Lille Hans". Dorrit hears from the parents, that the issue isn't to get the kids out of bed but out the door. A

³⁰ The programme is run by Dorte Gammelholm. Dorte is a pedagogic assistant who also works for Nyborg Youth School. She doesn't have a formal education beyond that. She is autodidactic and has good capabilities for building relations. She has learned that through her upbringing, her work in Youth School but also owning a grill for 17 years. We interviewed her on February 25th, 2020.

student's intention is to go to school, but then something happens. "Op Lille Hans" doesn't give the same possibilities. In those cases, the AKT-worker could be the one.

The cooperation with the school is short and effective. General information upon start up and maybe an invitation to network meetings. Then Dorte gives her advice back to the school. There is often a parent at home in the morning. Much of the work has to do with relations. Most parents are very open when they discover, that they aren't being hit on the head by the system. The parents are often at a loss, sad, angry and without help. The reason for school absence usually has to do with anxiety or major gaps in their knowledge and curriculum. Often there have been long periods of absentee and Dorte wishes she would be contacted earlier. The schools don't pay for it so it's strange for her, that they don't start earlier.

Equality is important for Dorte. The students will often say "You don't talk like a pedagogue. You don't talk to us like we're three." She is more direct. It's easier to call it like it is. Talking directly and forward. When professionals are talking to parents, she notices that the parents are often nodding but don't understand what's going on. They feel talked down to. The parents need to be clear in the wishes for their children. They could give their kids guilt and shame and that won't bring them anywhere. They need tools to be clear and be the leaders. It could be as simple as bedtimes and eating meals together. Talking together without yelling or telling of. If you enter a bedroom in the morning thinking you will get a bad answer, you're defensive from the beginning.

Dorte talks to the students about being part of the group, seeing the friends maybe outside of school. Could the parents invite the friends over? It's important to face the friends again before going back to school. Maybe a friend could come over and walk the student to class or they could meet in the school yard. With the older students she talks about the future and taking part of group work and schoolwork. The class has to trust that the student will come to school and take part of the work. This could be very delicate. The first two weeks we see a blossoming and then there could be setbacks and then she takes the more difficult talks. She has to build them up but also the parents. They need to believe again. If the students are young it might be the parents who are the problem, if they can't get up in the morning.

In 10 years Dorte has only seen one relapse. Other cases the child changed schools or went on to a special needs school. In some cases, Dorte sees more severe problems and tells the school or the social workers. Dorte informs the families when she needs to give a report. The parents might be annoyed at first, but she can typically explain why she needs to do so. About 60 % of the families are open cases in the social department before Dorte enters. It could also be a social worker who calls Dorte.

On the other side of absence – full time schooling : Youth School

If the problems concerning a child are so complex, that the child can't return to public school. If the difficulties of the child aren't severe enough for a special needs school, or their difficulties change or become more complex, they can go to "Heltidsundervisning" or All the time teaching. In Nyborg Municipality, this task has been placed in the Youth School.

In Nyborg we have a *Heltidsundervisning*, whose aim is to meet the student's needs, so that they are again motivated for being in school. The school was established in 2008, with 12 student places. Today the school holds room for approximately 20-25 students. There are two groups of students in lower secondary school, ages ranging from 13-17 years, with 23 students in all at the moment. The staff consists of 4 teachers, 2 pedagogues, 1 teaching assistant/driver, 1 workshop teacher/janitor. Additionally, there is a family therapist associated with the staff teams, she has 15 hours a week. This time is mostly used to participate in meetings with the students' parents, often in the homes of the families, in order to help them back into some good routines and healthy patterns, cooperating with their youngster in the most beneficial way. The school is also associated with a psychologist from the municipal educational, pedagogical and psychological counseling. Every two weeks the staff has two hours of supervision with a psychologist, who has a wide knowledge of the student's challenges, who also participate in the visitation procedure of new students. The school also has a close cooperation with the social department in the municipality, as many of the students are associated with a social worker to help the youngster and his/her family.

The students

The schools target group is youngsters who have had a longer history of absence from school and also other difficulties such as emotional and social problems, where a school change may be the only way to overcome the problems. In this case it will require more far-reaching pedagogy, to meet the problems and hopefully improve the youngster's situation.

Target group:

Students who are: normally gifted (IQ) – with occasional exceptions, who are giving up or already has given up on teaching, and where different actions has been made towards maintaining their interest in sustained participation.

Students with a large amount of absence and with socio-emotional difficulties, along with students who are approaching alternative environments, where crime and drugs are common. Many suffer from different levels of oppositional behavior disorder and some is are diagnosed with autism.

Subjects

The school teaches in three 'common' school subjects; Danish, Mathematics and English. The aim is to help the students finish their secondary school, by passing the final exams, in order to help them further on in life, e.g. meeting the admission requirements at the youth education institutions (end of secondary school).

The school also has different workshop facilities, which are used for many kinds of 'Activity subjects'. Students can mend their own bike/scooter, do outdoor-life, mow the lawn, create a small vegetable garden, go for a bike ride, drive motocross, be creative in arts and crafts and so much more. The students are always encouraged to come up with their own ideas and teachers help them if possible.

The activity subjects are based on the thoughts about informal learning, where academic skills can be used and learned, through various projects, which the students often themselves have thought of.

The students are always introduced to some different options to work with in the activity subjects, since their knowledge and experience of possibilities are often limited. Giving 2 choices also helps prevent the youngsters from turning down on the activities - they are given a choice and feel involved in the process. They are also always encouraged to come up with ideas themselves. This is a method used very often on most subjects, to work on their ability to make choices and limit oppositional behavior.

Schedule

Every school day starts with breakfast for everyone. The school has two floors, where it is oppositional and they're free to choose, where they want to sit and with whom. The staff also joins and sit among the students, making breakfast a time of talking and approaching family-like get togetherness. Breakfast is a good way of 'measuring' the student's day form and mood and helping them talk about issues, before they turn into something bigger during the day.

The schedule then consists of common subjects in lessons ranging from 30-45 minutes and in between there are active recess with board games, outside walks and many talks with the students.

There is also lunch each day, two days a week with a hot meal, where 1-2 of the students are participating in the kitchen work - shopping groceries within a budget and help cooking.

Day trips and different school days.

Every Wednesday is a day of school without a regular schedule. These days often consists of trips or theme work with for example external teachers.

Day trips can consist of many things e.g. 'Leisure and fun' activities: Zoo – Bowling – Cross – Tennis and other sports - theater – fishing – going to the beach – bonfire cooking etc. Museum visits – often in connection with topics from the daily teaching.

Visits to Business schools and secondary education (from 17 years and up).

Two times a year a student trip is also planned. Most of the youngsters are able to be away from home for 3-5 days - but some are not. So, when there is a trip in Denmark somewhere, it is often planned, so that 1-2 staff members can drive home every day and come back the next, insuring that as many students as possible participate in a trip.

Internship

All students are encouraged to participate in internship in different professions. The circumstances of the internship are adapted to each student, maybe one student needs to be accompanied by a teacher the first couple of times or maybe just to be driven there the first day. The internships have different durations, some are one week and others are 1-2 days a week for up to 13 weeks in all.

Each student has their own educational plan, where information about internships, visits to youth education and so forth are registered. The school has a weekly visit from an educational tutor, who gives individual guidance and helps evaluate and clarify with the students, which profession they want to pursue.

Some internships focus on building bridges towards 'youth education-schools' - 2-3 weeks during the year, it is possible for the students to experience what it is like, to be a student at a youth education institution. The staff accompanies the youngsters who needs it, during all of the days. It is important that it is a success and that the students get the help they need to complete.

Pedagogical and educational approach

Mentalizing - based on 'Trauma, Attachment and Neuroaffective Developmental Psychology' by Susan Hart.

The human brain needs stimulation for growth. In 1998, Daniel Stern pointed out that just as food is necessary for the body to grow, mental stimulation is needed to supply the brain with the raw materials needed for the perceptual, cognitive and sensorimotor processes to mature. Different brain regions need different stimulation, because the cognitive, emotional and motor structures in the brain mature in different ways. Basically, emotional development follows the same principles as cognitive and motor learning. The key difference is that the medium of emotional stimulation is interactions with other people initially, the child's closest caregivers. Human beings are highly

advanced social mammals, and the development of an emotional life is what binds us together.

Therefore, human relationships form the arena where our emotional potential has the opportunity to unfold. It is obviously important to know which neural conditions have to be present for a potential to develop, but it is equally important to know what sort of stimulation our interpersonal relationships have to provide for our emotional capacity to develop. Humanity and humanisation depends much more on emotional and personality development than it does on cognitive development³¹.

Case about mentalizing:

Thomas, who is a relatively new student, with massive cannabis abuse, often sends out, without first being written to him, notifying the staff that he is staying away from school. One morning he sends a picture message to the school phone which cannot be opened. Dorte (Staff) writes to him and asks what he has sent and if he is coming to school:

Thomas: No, and it's a picture of a fuck-finger and a joint, bitches

Dorte: Sorry we can't see it. Nice that you are fine :-)

T: Fuck you guys, I'm trying to fuck you up

D: We know that, but it doesn't seem right :-) Hope we see you soon

T: Hi man, you stupid shit, stop the soft writing, bitch

D: Thomas I know you think it is best if you do not attend school and if I do not contact you. But I will keep contacting you, whatever you call me :-)

T: Ok shit Dorte

Beside the mentalization theory, the method and way of working with the students also includes the appreciative and acknowledging pedagogy.

The acknowledging encounter is characterized by the presence of the following three interpersonal dimensions:

- 1) Self-delineation*
- 2) The experience of the right to be oneself*
- 3) The expression of both perspectives.*

³¹ Hart, Susan 2017"

Both Honneth and Schibbye unfold this. For Honneth, the point is that the relationship between people, develops the self-relationship (the relationship with myself). In this sense, cognition (self-delineation) is related to recognition. I become visible to myself, can recognize myself when I am recognized. Recognition, in this understanding, is in relational concept that is linked to a dialectical understanding of relationships³².

Recognition is thus about "seeing" the other in a certain way. Namely as a subject with own experiences, feelings, thoughts, attitudes, intentions rights, potentials etc. and possibly trustworthy and respectfully share my own thoughts and feelings in meeting each other. The basic value is equal and the other's right to be authority over one's own experiences. (Cf. Schibbye, 2008)³³

Students with oppositional behavior disorder, trust issues towards adults and so on, gains much from this approach. We try to 'look behind' their behavior and see and recognize them, for who they are and give room for their opinion to have influence.

Visible attendance board

The school often experienced students who couldn't remember how much absence, legal or illegally, they have had. So, the staff decided to create a visible board, that made absence and attendance obvious. The board is not commented on by the teachers, unless a student asks directly about it, or of course, if a teacher and student have a private conversation about his/her general development.

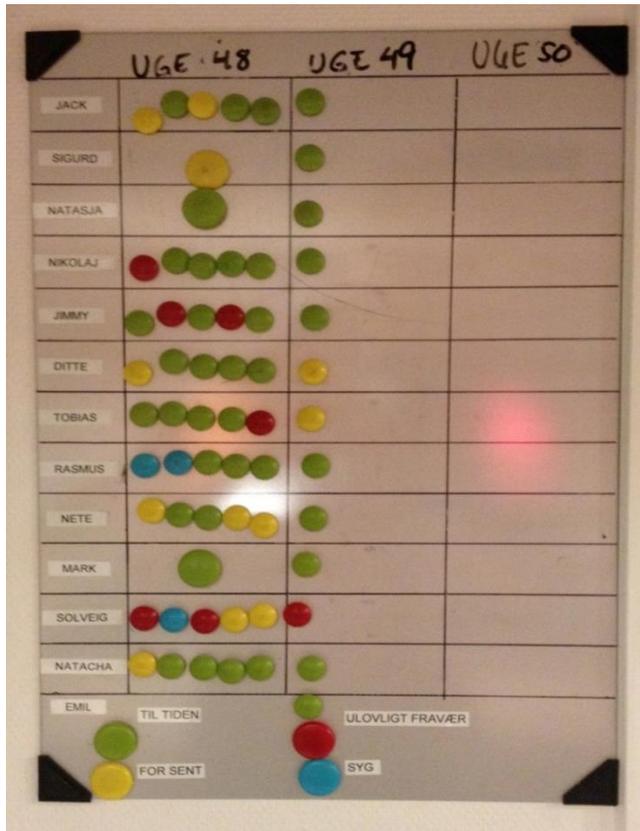
Case on visible attendance (see picture below).

One of the students, Nicklas, reviews his attendance using the blackboard on the wall, and counts that he has now improved his attendance better than other students he compares to. Nicklas himself is very proud of that. He previously had some days where he arrived late because he did not arrive on time and thus did not reach his bus.

The parents have been assigned by the family consultant (who is affiliated with the school and therefore comes home) during the same week to refrain from waking Nicklas in the morning, which has so far created many conflicts in the home. The intention was to give Nicklas the responsibility of getting up in the morning, which he himself was willing to try.

³³ <https://peadagogikogdidaktik.wordpress.com/2013/08/08/hvad-er-anerkendende-paedagogik/>

This effort was only initiated after a strong relationship between Nicklas and the school had been established.



Supervision

The staff receives supervision by an external psychologist 4 times a year as a group. Working with vulnerable young people, demands a great deal of reflection and using yourself as a pedagogical tool as a staff member. The staff are often in situations where they need to change their own behavior in order to meet the young people in recognition and with a positive development in mind. This is demanding work and necessary to discuss with colleagues.

Many people need a safe and evolving space where they can talk undisturbed about what they are going on and about, and where they can become clearer about themselves and immerse themselves in the issues in the work they do and in the personal challenges they have. The goal is for the individual to gain greater awareness of how personal thinking and reaction patterns affect work, collaboration or personal life. Supervision is focused on the future and oriented towards new ways of acting. Supervision creates reflection, new perspectives and actions, more energy, desire and job satisfaction as well as collegiality and community at work.

At the same time, it creates a culture within the organization that is characterized by positive attitude and efficiency in the task solution³⁴.

It is important that the staff help each other reflect on their situation and identify the solutions that make sense to them and the young people, both individual and as a group.

At school and after

When a student starts school, the staff does a lot to create a strong relationship with both the student and the parents. It is incredibly important that the young person and the parents experience being met with demands that they can honor, as well as they receive help with what they need, to get into a positive development. Before they start school, all the young people, in one way or another, have had very poor experience of going to school. They have been absent, for various reasons, and experienced adults who could not understand their behavior. The staff, therefore, make a great deal of agreeing with the young person's views, while setting a reasonable framework for them.

Given the complexity of the young person's problems, close cooperation with the social authorities is needed and alternative working methods are needed to get the young person back to school, such as pick-up at the home address, many breaks and one to one talks during the school day. If the student did not attend this school, they would probably stay home and not become part of the school system again. Which will put them in an even more exposed position.

Parents and students often express that they feel they are getting help, they have needed for a long time. Parents are often pressured when their child starts school as they have been trying for a very long time to help their child, but without being able to do so themselves. The vast majority of parents have a façade, where they try to show that 'there is control'. But with persistent conversations and staff constantly showing an understanding of the parents' situation and expressing a desire to help, the vast majority of parents open up and receive the help they are offered.

Students often talk about an experience of change at home when their parents open up for help. Often, they also find it a great help when they find that the adults around them are talking to each other and, together with the young person, trying to find the best solutions. Other times, of course, the young person is also very pressured to no longer be able to manage his/her life as it suits them and at times, they have become accustomed to. In most cases, the relationship

³⁴ <https://virker.dk/konsulentopgaver/supervision/>

with the staff at the school makes the crucial difference that the young person sees meaning in changing behavior, and again dares to rely on adults.

The students are generally associated with the school for 1-3 school years. The staff work diligently to ensure that all the students, during their time at school, are clarified according to the education they would like to attend. It is important that they get tested for different education and know what they contain, as the risk of dropout is great if the students are unsure where they are going, content, meeting times and so on. The majority of the students start a regular youth education after the *Heltidsundervisning*, but not all students are ready e.g. socially and personally, or have met the admission requirements for the wanted education. Some of these students are offered a school year more at a similar school as the *Heltidsundervisning*, offering in secondary school, where more intense work is being done on personal development compared to being able to enter youth education. A few students are sent on in youth education for young people with special needs.

Suggestions:

- **Build strong partnerships around the child. Use as many professions as possible – school, day care, social works, health etc. – and build a model that allows for a free and limber discussion and sharing of information. Remember to include leadership.**
- **Be very methodical in testing all children and react to all variances.**
- **Relationships are the most important factor. Ask yourself if every student has a friend and a teacher, who likes him/her.**
- **Have specialized schools for those children who don't fit into public school, but cognitively don't belong to special needs schools. Like the Danish "All the time schools"**
- **Have quick and limber programs, that can work with children and families like "Up Little Hans"**
- **Work with parents and families and give them clear tasks and ask them to take responsibility**
- **Give the children responsibilities to fulfil in all this.**

Erasmus+

**Key Action 2: Strategic Partnerships
Alliance 3**

School, family and community against early school leaving

For Project ALLIANCE 3 2019-1-FR01-KA201-062255

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