

« SECOND CAP » IN GAGNY (FRANCE)
FROM THE OPERATION « NEW CHANCES »



1. INITIAL SITUATION- PRESENTATION

Difficulties in Seine-Saint-Denis :

- lack of motivation and interest for school
- impossibility to make plan and to build a personnel project, life or vocational project
- negative school past and bad experiences in life which prevent young people to show themselves to their advantage
- behaviour and lack of discipline problems
- significant truancy

Population concerned by these problems:

Young people more than 16 years old, truant, without any project, at risk of marginalisation, knowing different socio-economic problems: material and cultural deficiencies, delicate health, confrontational or unstable family relationship. Their school past is often very negative.

2. MAIN AIMS

Each young person should be able:

- To build a portfolio of competencies attending to cultural , artistic and sport oriented projects
- To get certificates, diplomas (CFG, B2I, BSR, AFPS...) which will be put altogether in the portfolio
- To progress thanks to individual lessons in French, mathematics, biology and English
- To think, to work and to make their vocational project certain - To spend at least two periods of two weeks in work experiences to validate their project
- To go to vocational school to go on studying or to try to be an apprentice in a company.





3. EDUCATIONAL AIMS

- To promote integration in social, civil and cultural life
- To promote personal growth thanks to artistic practices
- To built and implement a training project
- To promote access to a professional life

To reach these aims, it is necessary to take pupils in care for a long time (a school year or even more). A constant capacity of 15 young people seems to be well adapted to the educational strategies that are implemented. Cultural, artistic and sport oriented projects are developed during the school year.

The federal project is a process: to build a portfolio of competencies.

More than to educate in citizenship, this tool helps each pupil in the system to develop all the competencies which are required to integrate into a social and professional life, to be accepted in vocational school or on an apprenticeship...

This process gives sense to scholarship, to training, and gives the opportunity to collect all the means to succeed in school. This metacognitive process gives the opportunity to know oneself better and at last to be able to project. Because: "to make projects, this is to be alive"!

This process comes from Canada and aims:

- To mobilise personal resources and develop individual motivation...

It is a really structured process in order to build a summary of what is gained and which proves realities (which are called "attestations for competencies"). This is an individualised training tool that is directed to self-assessment and career management. We can find this process in guidance and help to reinsertion actions or in social and professional reintegration.

It makes the young person become responsible in social life and feel responsible in the organisation of his own social and professional development (that is a very important subject in guidance, permanent training and help for social and professional circles). The pupil is no more a spectator of his own destiny, this way, he learns how to manage with his competencies to be able to negotiate his social investment. This is a fulfilling experience for the person who can take, according to what they needs and to the problems they have to solve, the elements which allow a social negotiation. This is really a personal process since the person does the implementation by themselves.

- This is also a memory to build, the contents of which being available with activities:
 - self analysis, to identify learning, how to do, how to be, how to code what is known (in an intelligible way for oneself and for people), how to memorise...
 - This approach allows to develop ability to self-estimate and to know how to make the best of oneself.



- The main aims are:
 - Recognition of one's own knowledge and potential, the recognition of others and the professional circle, which is more than building a portfolio of competencies.
- So, the portfolio becomes :
 - the link of the training (built progressively)
 - the tool which makes it possible to be aware of what the young person has been able to learn in school and in which field they have still to improve (self-evaluation, booklets of competencies to tick...)
 - a mirror for success (it gathers together all the written productions (newspaper from the school, personal writing, constructive self-evaluation, pictures...and all kinds of valorising productions and documents in all subjects)
 - the tool of real commitment, (since the student is the owner and builds it himself)
 - the ability to take charge of their development and to become responsible for their training (the student ticks school competencies in all subjects, transversal and professional competencies during work training periods, but also all the documents which can help young people to build their own project, collected during the different activities such as interviews of professionals, or vouchers about jobs...)
 - a help to gather and to make the most of the certificates they have collected in order to make their competencies accepted and recognised (certificates, diplomas, driving licence, different attestations, personal works, or certificates which they get during the year such as road safety certificate, first aid certificate, the certificate of coordinator of social activities for children (BAFA) for young people who are interested in this kind of job, certificates for school competencies in all matters and also life-skills. The tutors of professional training also give attestations of vocational competencies.) the link with the training officers (from the beginning, they help the young people to build the portfolio in order that they will be able to go on alone later)

All these activities help pupils to plan their future, to be aware of the importance of their school development and to be in the best situation to succeed.

This tool helps to know oneself better, to choose the right courses, to take stock of the learning, to plan with timetable, to write a CV, to prepare an appointment to find a job, to manage a career development (salary, promotion...)

It is more than a collection of attestations, certificates... It is a tool which allows all people involved to be lucid and responsible of their career, their aims, their steps and to be actors of their own evolution.

Partners who are already involved:

To find a solution after “second Cap” needs actions which are new for the young people. Social and professional lessons, discussions in the vocational guidance centre, CIDJ, visits in apprenticeship centres, professional associations, meetings with professionals, work shadowing, short experiences in vocational schools...

4. ACTIONS AND MEANS BEFORE EXPERIMENTATION

Competences which are necessary to treat the difficulties of these young people:

- Training to the approach of “portfolio of competences». The training officers who accompany this practice must learn how to identify the main competences, to give a definition of the word “competence”, how to approach in an educational way...It is an approach which is centred on the person, which takes place in an individualised training development, with aims and assessments which should be recognized.
- Experiences in individualised development and individual teaching methods
- Competences in active teaching methods and especially in the institutional teaching method area.
- To know how to work in a team and to develop an efficient partnership
- Experiences in techniques to look for a job and in techniques to help young people to build a vocational project
- Competences in the area of social and professional life and in French



After the European meetings of Young project, some new work tracks appear to improve the aims and the tools of this educational approach:

- to work again on the brochure to let this device well known by the socio-educative, cultural and sport oriented partners
- to put together all the competences which are necessary after the assessment in the beginning of the process in order to build a manual of competences which goes up to the vocational school or to the apprenticeship centre.
- To create a mark book which makes the contact with the youth workers or the families easier, in order to accompany and to help the pupil better
- To bring the young people to renovate the school by themselves while they discover the building trades. They will learn better because they will feel better in the school

- To determine the part and the post of coordinator in this kind of school system with the three other coordinators in Seine-Saint-Denis
- To send to the school "Chance" in Naples our newspaper in order to start to correspond

5. RESULTS OF THE EXPERIMENT

Different partners can give a more rich and a more complete answer:



- All socio-educative, cultural, artistic and sport oriented partners who can intervene or guide the young one and also all the partners who have aims which concern social and professional integration.
- Conditions which allowed to obtain good results:
- Rich teamwork and an important partnership
- Some elements which can be transferred to other organisations:

- The portfolios of competences created in this process that gathers school, and professional competences, life-skills, the tools for self-evaluation and sense of responsibility, the certificates of competences which are built by the teachers in all disciplines and for all the projects during these last three years, the frame of reference for the trade of coordinator...

