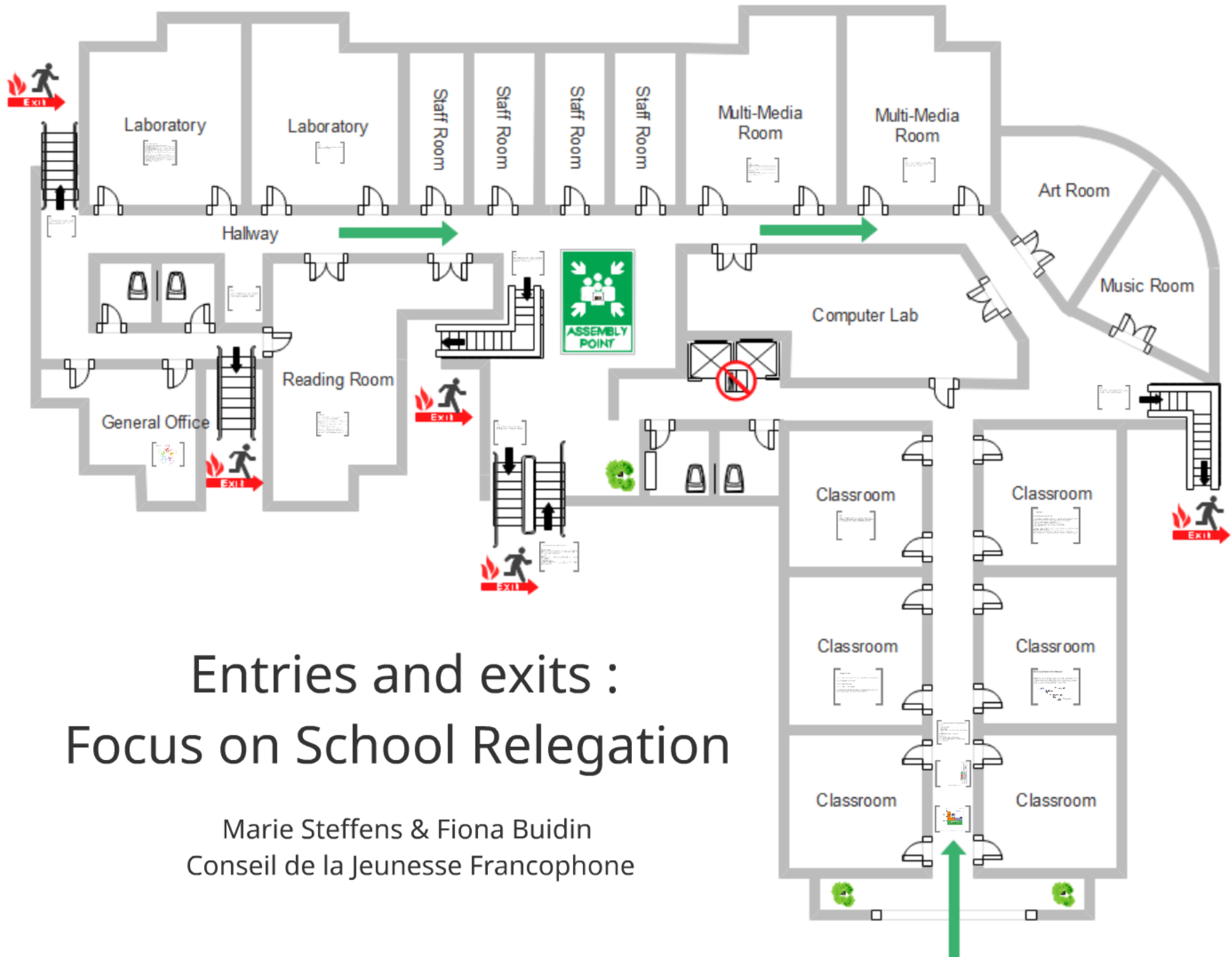


# Entries and exits : Focus on School Relegation

Marie Steffens & Fiona Buidin  
Conseil de la Jeunesse Francophone



# Entries and exits : Focus on School Relegation

Marie Steffens & Fiona Buidin  
Conseil de la Jeunesse Francophone

## A word about us

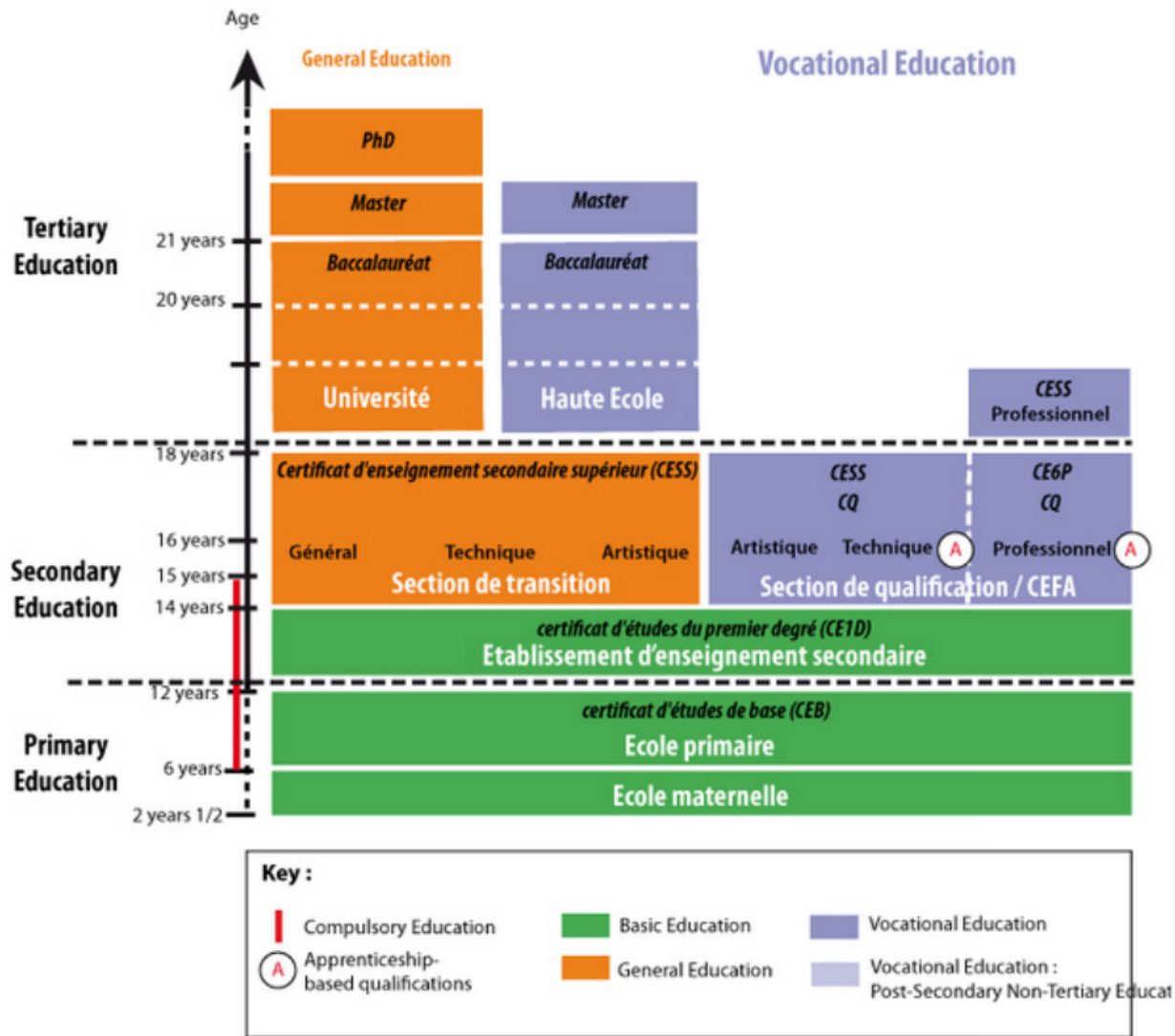
Conseil de la Jeunesse Francophone  
= Youth council of the French-speaking part of Belgium

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

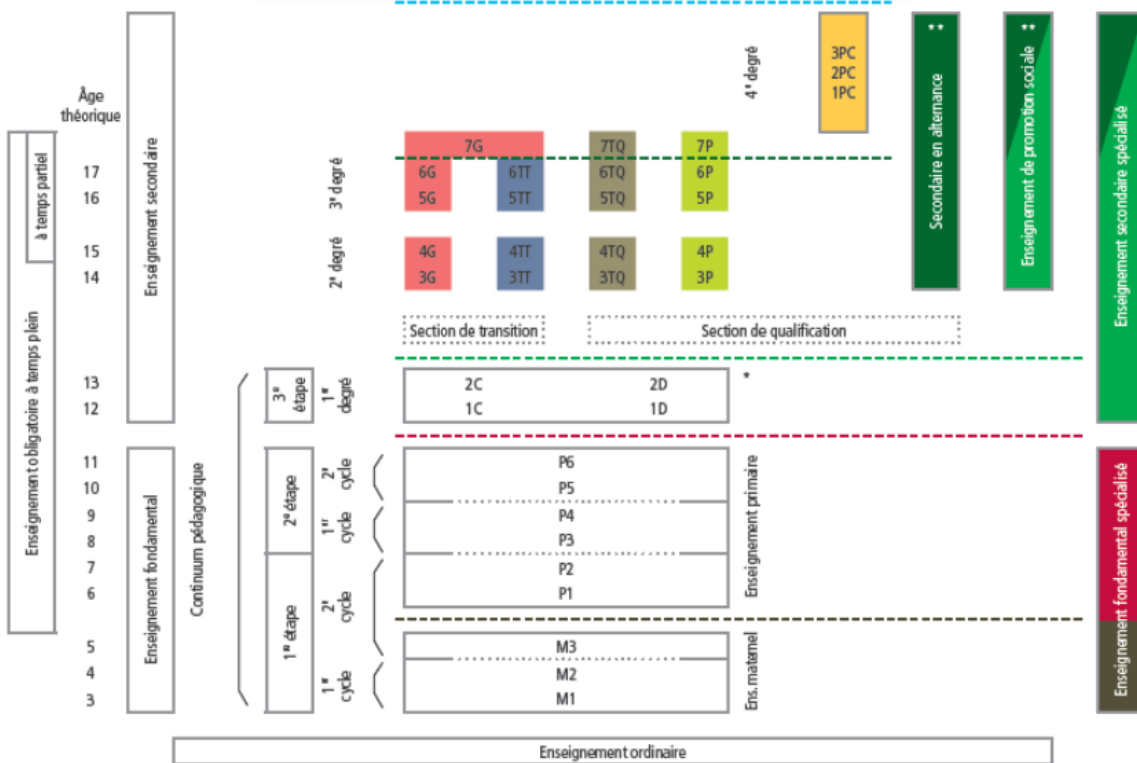
Role = to take stands on different youth-related topics



# Belgian Education System (french community)



## L'ENSEIGNEMENT FONDAMENTAL ET SECONDAIRE



- G = Forme générale
- TT = Forme technique ou artistique de transition
- TQ = Forme technique ou artistique de qualification
- P = Forme professionnelle

- = CITE 0
- = CITE 1
- = CITE 2
- = CITE 3
- = CITE 4
- = CITE 6
- = CITE 7
- = CITE 8

\* Depuis 2008-2009, le 1<sup>er</sup> degré de l'enseignement secondaire ordinaire comprend :

- la 1C et la 2C, 1<sup>re</sup> et 2<sup>e</sup> années communes ;
- la 1D et la 2D, 1<sup>re</sup> et 2<sup>e</sup> années différenciées.

Précédemment, le 1<sup>er</sup> degré se présentait comme ci-contre :



où la 1C se nommait 1A ; il existait également la 1B (« classe d'accueil ») et la 2P (2<sup>e</sup> professionnelle).

\*\* L'entrée dans l'enseignement en alternance et de promotion sociale est possible à partir de 15 ans.

La CITE (Classification Internationale Type de l'Éducation), conçue par l'UNESCO, sert d'instrument de classement permettant de rassembler, de compiler et de mettre en forme les statistiques éducatives tant dans les différents pays que sur le plan international.

Type d'enseignement	Niveau maternel	Niveau primaire	Niveau secondaire	s'adressent aux élèves atteints
1	non	oui	oui	« de retard mental léger »
2	oui	oui	oui	« de retard mental modéré ou sévère »
3	oui	oui	oui	« de troubles du comportement et/ou de la personnalité »
4	oui	oui	oui	« de déficience physique »
5	oui	oui	oui	« de maladies ou convalescents »
6	oui	oui	oui	« de déficiences visuelles »
7	oui	oui	oui	« de déficiences auditives »
8	non	oui	non	« de troubles des apprentissages »

## A word about the school system in French-speaking Belgium

Three principles :

### 1) **freedom of education** :

- partly non-state controlled
- free choice of school

=> competition between various school networks (best/worse schools lists, options, ...)

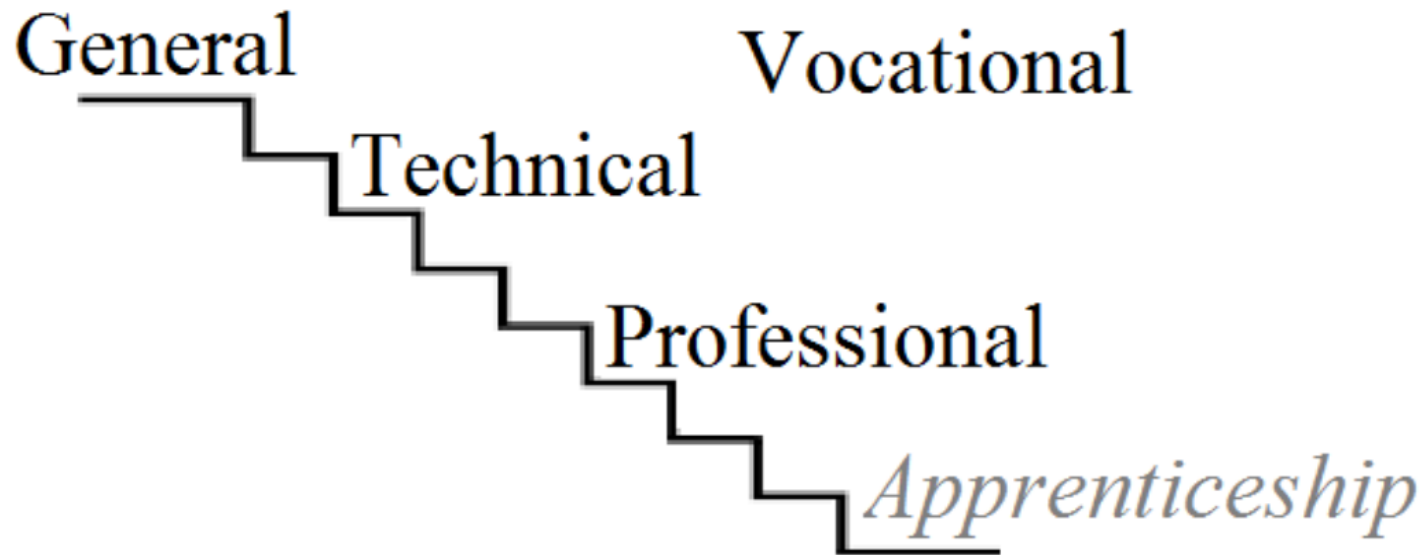
### 2) **obligatory scholarship** until 18, "free of costs"

### 3) **orientation** :

- AOA : pass to the next year in the same pathway
  - AOB : pass to the next year but not in the same pathway
- => falling down from general to vocational, even without a vocation
- AOC : repeat the year

## Working definition of the relegation

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



## **Case 1**

Dylan, 14, struggles with learning difficulties since the beginning of his scholarship. He needs more time and attention than others, his results are weak in math and French. Next year, he will leave general education to enroll in a technical school.



Case 1 : Dylan, 14, struggles with learning difficulties since the beginning of his scholarship. He needs more time and attention than others, his results are weak in math and French. Next year, he will leave general education to enroll in a technical school.

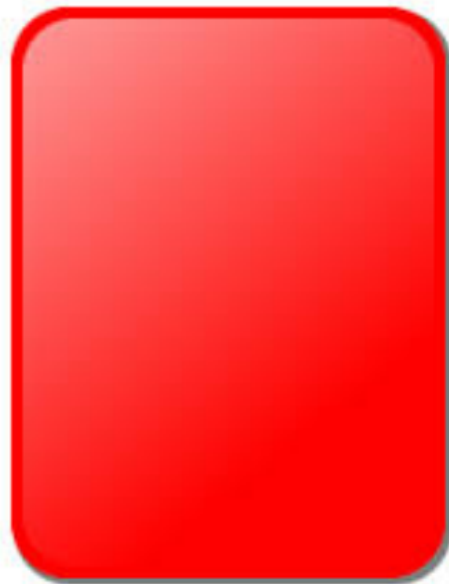


The educational system reproduces **social inequities** and **brakes the emancipation of some young adults**. It doesn't give a lot of **space for errors** and **trials**, for **individual rhythms**. The mechanisms of school orientation is a type of information **not easily reachable** for everyone and **sometimes impersonal**.

## **Case 2**

Asmaa is Syrian, in Belgium for six months. She dreams of being a doctor. In Syria she was very good at science. She is 16, she is in a apprenticeship as waitress.

Case 2 : Asmaa is Syrian, in Belgium for six months. She dreams of being a doctor. In Syria she was very good at science. She is 16, she is in a apprenticeship as waitress.



The young adult is often stigmatized based upon his **socio-ethnic origin** as well as his **socio-economical and cultural origin**.

### **Case 3**

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

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

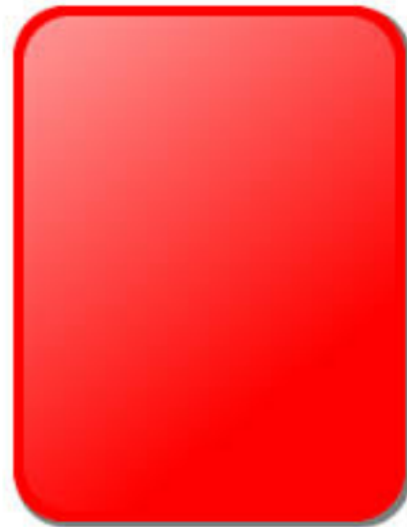


A large majority of the pupils in French-speaking Belgium are registered on a vocational pathway, but not always by choice. Conversely, parents do not always accept the choice of their children to be oriented towards a technical career.

## **Case 4**

Alice, 8, is deaf. She reads, writes and calculates very well, she is rather ahead for her age. Her parents agreed that she would go into special education in a classroom with other deaf people.

**Case 4** : Alice, 8, is deaf. She reads, writes and calculates very well, she is rather ahead for her age. Her parents agreed that she would go into special education in a classroom with other deaf people.



Young adults suffering from a handicap **undergo the system** in their orientation. **Participation of the parents** to the decisions regarding their child is often **poor or biased**.

## **Case 5**

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



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

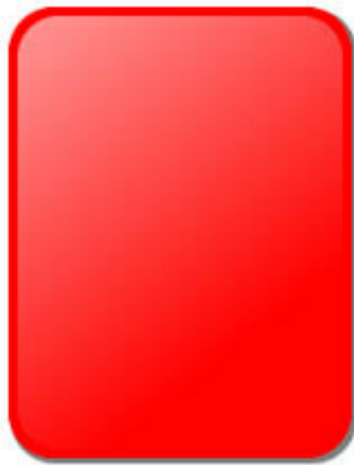


The follow-up of the integration stops after maximum two school years of adapted program.

## **Case 6**

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

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



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

## **Case 7**

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

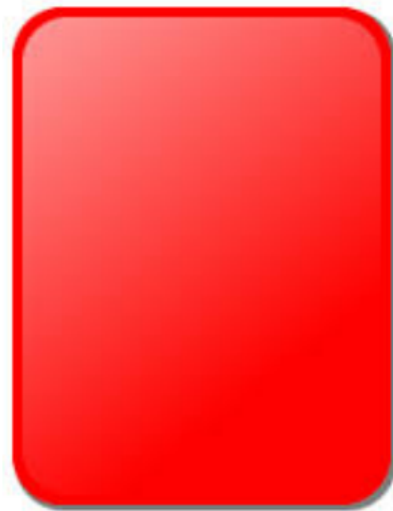
Case 7 : Max, 10, has behavioral, cognitive and reading impairments. His parents decided to enroll him in the special education system so that he could be able to read, write and calculate faster. He is ready to work and happy to see a speech therapist at school several times a week helping him to make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



## Case 8

Simon moved from the general pathway to the technical one and then to the professional one. Lacking motivation, he no longer goes to school every day, he is often missing and doesn't do his homework.

Case 8 : Simon moved from the general pathway to the technical one and then to the professional one. Lacking motivation, he no longer goes to school every day, he is often missing and doesn't do his homework.



Too many young adults are blown away by the **spiral of failure**. The **relegation by reorientation** related to the failure **compromises the good self-image** and the **construction of identity**.

## **Re-integration programs (Lafontaine & Crahay 2004)**

- **Prevention programs :**

Support several projects in primary and secondary schools to increase the link between young people and schools. These projects take place aside from the courses but during educational time (during lunch, end of the day ...). They consist in assisted school work or in sport and cultural activities.

cf. The "Décolâge !" program for primary education.

- **Mediation :**

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

- **Return-to-school programs :**

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



## Relegation cases

- Students with difficulties due to poor socio-cultural and/or economical conditions.
- Non French-speaking newcomers.
- Students with impairments.
- Students with physical disabilities.

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

# Solutions

## Connecting schools with the outside world

- Combine **formal** and **non-formal** education (training, workshops, activities organized by non-profit organizations, etc.) to struggle against inequalities and relegation in the education system.

=> Recognize the place and role of the non-formal education as actors of the education.

=> Support initiatives concerning non formal education.

=> Promote partnerships between schools and Youth organizations.

=> Support alternated trainings, social emancipation and lifelong learning.

=> Share good practices.

- *Training young adults to be **CRACS*** (responsible, active, critical and showing solidarity citizens) with a **real role to play** in a socially mixed society.

=> Bring them to take care of themselves, emancipate and become actors of their decisions.

=> Invest in Youth Organizations who promote a system of values based on solidarity and living together to offer young people society projects, tools and motivations to create together a sustainable society.

## Personalized follow-up and accountability

- *Take into account the **personality** and **specific rhythm** of each young person.*

=> Give an important place to trials and errors, the basis of scientific reasoning, in a positive dynamic (learn of his own mistakes).

=> Creating personalized support moments, punctually in the year, for each student presenting significant gaps in a basis competence.

=> Give the possibility to children and young adults disabled or impaired to have a real choice of their school and options.

=> Inform the actors of the education system on the issue of the handicap.

=> Make sure to fit the specific needs of newcomers, support their integration throughout their entire school career.

- *Let young people and their parents make their **own responsible choices for themselves**.*

=> Create the conditions for parents and children to make choices in full knowledge of the situation, in a positive approach.

=> Make sure that the parents stay, in a citizen approach, the important partners in the development and the education of their children.

=> Have adults in the educational system who collaborate with the children to define their own educational project.

=> Make young people real actors of their learning.

## Valuation:

### - **Re-valorize** the different **pathways**.

=> Reinforce the mechanisms of school guidance to offer a personalized information accessible for everyone.

=> Provide a positive orientation according to tastes and projects rather than an orientation by default.

=> Implement a common program for the three first years of the secondary education to avoid a too early specialization.

### - **Valorize the actions** of young people.

=> Improve in a significant matter the visibility of young people and of all educative actors in particular in the media.

=> Emphasize accomplishments more than errors.



# References

Coenen J.-P. (2013), « Ces jeunes qui sont orientés vers le spécialisé alors qu'ils n'ont aucun handicap.. », 21 mai 2013, Infor Jeunes Laeken (<http://inforjeunes.eu/2013/05/21/edito-ces-jeunes-qui-sont-orientes-vers-le-specialise-alors-quils-nont-aucun-handicap/>).

Conseil de la Jeunesse (2009), Mémoire communautaire et régional 2009, CJCF ([www.conseildela jeunesse.be](http://www.conseildela jeunesse.be)), pp. 14-16.

Conseil de la Jeunesse (2014), Mémoire communautaire et régional 2014, CJCF ([www.conseildela jeunesse.be](http://www.conseildela jeunesse.be)), pp. 8-9.

Demeuse M. et Lafontaine D. (2005), « L'orientation scolaire en Communauté française de Belgique », Revue internationale d'éducation de Sèvres, 38, pp. 35-52 (<https://ries.revues.org/1467>).

Doucet D. (2014), « La méritocratie est un mythe ! La mobilité sociale demeure une exception », 15 août 2014, Les Inrocks (<http://www.lesinrocks.com/2014/08/15/actualite/itw-naudet-11519336/>).

Lafontaine D. (2005), « Belgique », Revue internationale d'éducation de Sèvres, 40, pp. 108-110 (<https://ries.revues.org/1328>).

Lafontaine D. et Crahay M. (2004), « Échec et décrochage scolaires en Communauté française de Belgique », Revue internationale d'éducation de Sèvres, 35, pp. 55-66 (<https://ries.revues.org/1706>).

Lambert K. (Keith), Making Teacher Reflection Meaningful, 20 septembre 2016, World Education

Les indicateurs de l'enseignement (2006-2015), Fédération Wallonie Bruxelles (<http://www.enseignement.be/index.php?page=26998>)

Regards sur l'éducation 2016, Les indicateurs de l'OCDE (<http://www.oecd.org/fr/edu/regards-sur-l-education-19991495.htm>)

Souto Lopez M. (2011), « La stigmatisation comme 'processus combinatoire' », Éducation & formation, n° e-295, Mons, pp. 59-78.

Souto Lopez M. et Vienne P. (2011), Les difficultés des élèves dans le premier degré de l'enseignement secondaire, Rapport final d'une recherche commanditée par la Communauté française de Belgique, Mons, Bruxelles, FUCaM, ULB.

Souto Lopez M., Charlier J.-É. et Moens F. (2011), Conférence « Échec et relégation scolaires. Pour une revalorisation de l'enseignement qualifiant », IPIEQ Huy-Waremme, 14-15 février. Publication en ligne : [http://www.csefhw.be/images/csefhuy/ipieq\\_echec\\_et\\_relegation\\_scolaire.pdf](http://www.csefhw.be/images/csefhuy/ipieq_echec_et_relegation_scolaire.pdf)