

GRUNDTVIG Educational Partnerships

Recommendations for supporting re-engagement by young adults into education

The workshop project "Support for re-engagement into education" which, in 2007 – 2010, brought together five European Regions (listed below) in partnership with Quebec has drawn up recommendations intended for actors in the support programme, decision-makers in the Regions and the management of FREREF and invites discussion of its recommendations.

These recommendations complete the document, "Basic Principles for Successful Re-engagement" (below) which the working group had developed as a common basis for their programme.

July 2010

This document arises from a research programme which has benefitted from support:

- from the GRUNDTVIG Programme Educational Partnership Project (2008-2010)
- from the Rhône-Alpes Regional Council as part of the Regional Plan for Combating Educational Dis-engagement (2007-2010)
- from the Direction de la Formation des Adultes et de l'Action Communautaire du Ministère (MELS) in Quebec (2007-2010)

In more detail:

"Educational re-engagement: keys to understanding, landmarks for action"

FREREF, 2010

While the issue of educational dis-engagement remains crucial in all the European Regions and in Quebec, this publication is hoping to illustrate the successful path to educational re-engagement by means of experiences and to analyse how they developed. From dis-engaged pupil to re-engaged young adult, this describes a complete stage in life. This publication provides an account of this stage by describing some twenty successful cases. It provides the keys to understanding how individual and collective support practices can promote the essential elements of personal development, of independence and of developing initiative, together with skills as citizen and member of society. The publication also provides the references for action to all those who support young people engaged in taking these steps. For all the experiences analysed share common elements or basic principles of successful re-engagement. These principles flow from work in mutualising the analyses of these experiences in five European Regions - Rhône-Alpes, French Community of Belgium, Luxembourg, Francophone Switzerland, and the Balearic Isles - as well as in Quebec.

Available on request from the FREREF and on the site: <http://www.freref.eu>

THE BASICS OF SUCCESSFUL RE- ENGAGEMENT

Preamble

- **all the principles which follow remain pertinent throughout life, while being mindful of and taking account of different needs at different stages in life.**

Principle no. 1:

- **Every action is systematically regarded as an element in a process of individual and collective support in re-engagement.**

Principle no.2:

- **Our area of reflection and intervention is the process of support for re-engagement.**
- **We consider** the situation of dis-engagement, **taken as a whole and defined as a time during which one or more persons suffer loss of direction and reference points with regard to a specific context, by opposition to the term, dis-engaged student, which seems to us to stigmatise the individual.**

Principle no. 3:

- **The path through life is naturally punctuated by phases of doubt, of rupture, but also of development, of recovery and of resumption;** the situation of dis-engagement **should be perceived as an opportunity to reflect (understanding for action), to analyse each event in life to give an individual and collective direction to experience (to take a step back) and to prepare as quickly as possible the re-engagement phases...**

Principle no. 4:

For the person concerned, **on one hand,**

The process of support for re-engagement is based on the development of the individual, and his awareness of his responsibilities:

- **by a willingness to participate and a reciprocal commitment to the implementation of the process of re-engagement (the concept of a contract);**
- **by preliminary work allowing him to regain his confidence, self-esteem and independence;**
- **by becoming aware of the attraction and need to "learn" with a new outlook on "school" and all that it offers in terms on one's expectations (moving the goalposts).**

Principle no. 5:

For the institutions involved, **on the other hand, the process of support for re-engagement relies:**

- **on the belief that failures and difficulties are surmountable;**
- **on the concept that every dis-engaged person possesses skills which it is appropriate to bring out, to develop and to transfer into new apprenticeship contexts;**
- **on the need for a tool-kit of basic skills, which promote independence, responsibility, the ability to adapt when dealing with uncertainty about an environment.**

Principle no. 6:

For all those involved, **the process of support for re-engagement relies:**

- **on "remedial work" (providing the person with new apprenticeship situations of a completely different type from the previous negative experiences) which develop enjoyment, then the desire to learn (development of the non-formal, of the informal and of situations of a completely different type from the norm);**
- **on the taking into account of settings and the capacity of groups of actors (peers - family - neighbourhood - partnership networks)**

Principle no. 7:

The success of the support process assumes:

- **that time is devoted to the process;**
- **that the person feels able to use "short cuts" to head for fixed objectives;**
- **that the terms and conditions of the process are respected:**

Welcome - listening - personal expression (the conditions for well-being)

- **Adaptation of types of support according to the needs of different audiences;**
- **Experimentation and development of non-formal and informal situations;**
- **Alternation of individual and collective responsibility.**

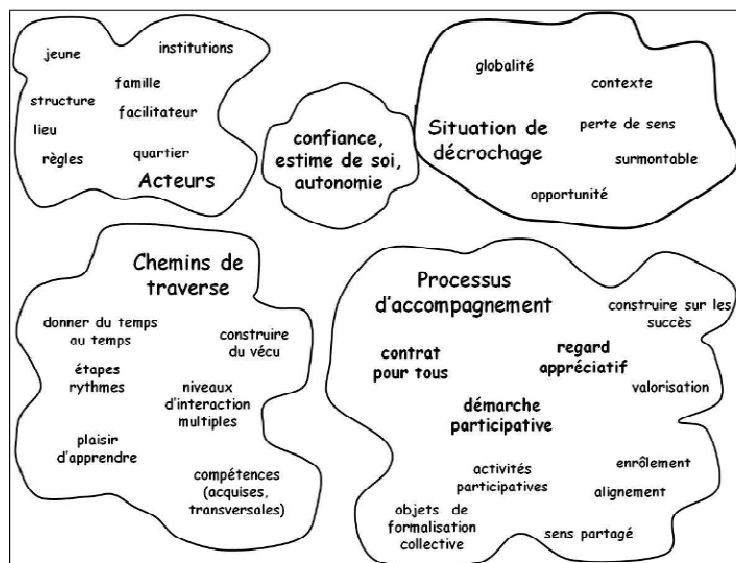
Principle no. 8:

The success of the support process assumes:

- **that all the actors sign up collectively in real participation which allows the process to be built up by a process of cooperation.**

Principle no.9:

- **Understanding of the process of support for re-engagement, by means of the experiments carried out, informs us about that which must be implemented to respond to a situation of dis-engagement and to ensure the conditions for successful re-engagement.¹**



Recommendation 1: The young person is the actor

The young person is directly involved in his situation and the recommendations on that which he is going to undertake in his voyage through life.

He is the actor and must be able to express himself:

- about himself
- about the means to use
- about the solution which he recommends.

Target:

- those in charge of the support mechanisms for re-engagement

Recommendation 2: to create "Educational Alliances"

In order to go beyond the internal interests of each country or Region, "Educational alliances" must be built, which will gather together the support actors and will have a mediation section, which will be neutral and will be able to piece together the expressed views of the different actors and to allow them to be coordinated.

Targe:

- the decision -makers of Europe and the Regions
- those in charge of the support mechanisms for re-engagement

Recommendation 3: To promote mobility for young people and for all the actors supporting re-engagement

To promote mobility for young people in the course of re-engagement, those who support them and other actors

Target:

- the decision-makers of Europe and the Regions
- those in charge of the support mechanisms for re-engagement

Recommendation 4: to develop evaluation

To promote quantitative and qualitative evaluation of the mechanism and experiments in support for re-engagement into education.

Target:

- the decision-makers of Europe and the Regions
- those in charge of the support mechanisms for re-engagement

