
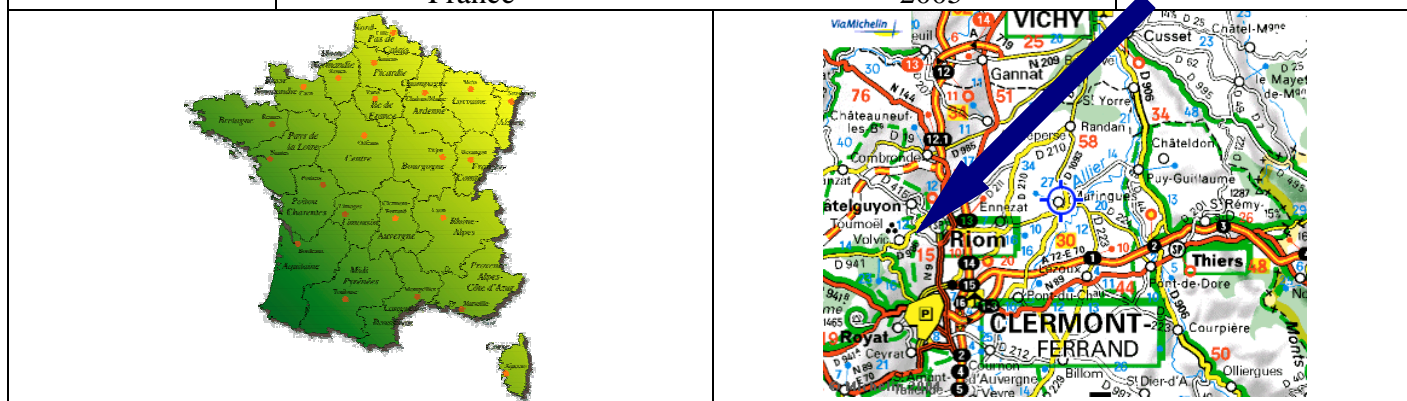
	<p style="text-align: center;">Insertion professionnelle des Gens du Voyage en Europe</p> <p style="text-align: center;"><b>Training of the Travelling Children at Volvic Secondary School</b></p> <p style="text-align: center;">France <span style="float: right;">2005</span></p>	
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**1. local context of scheme's implementation**

Place of implementation	School, town... <b>Volvic, Victor Hugo Secondary School</b>		Contact : <b>Collège Victor Hugo 4 avenue de la Liberté 63530 Volvic France</b>	
Project coordinator	Surname, first name <b>BADIÈRE Maryline</b>		Position <b>Trainer</b>	
Project initiator	Member of management team <b>Miss LEGRAND</b>	Teacher or other	Beneficiary member of target audience	Other (give details)
beneficiaries	Number of boys : <b>9</b> Number of girls : <b>12</b> Total number of beneficiaries : <b>21</b>		During compulsory schooling: <b>21</b> At the end of compulsory schooling : <b>19</b> During the 18/25 year period : After 25 years old:	
Staff development	After 1 year <b>22 pupils (included 4 new pupils)</b>	After 2 years	After 3 years	After 4 years

**2. scheme description**

partners	Internal partners <b>Ministry of Education</b>		Outside partners <b>GIP Auvergne (Public Interests Group)</b>	
Scheme description	<p><b><u>To respect the secondary school way of life:</u></b></p> <ul style="list-style-type: none"> <li>✓ in owning its own equipment, respecting the school equipment, and getting involved in the schoolwork,</li> <li>✓ same rules for everybody: warnings, detentions, exclusions.</li> </ul> <p><b><u>To set on a scheme of specific follow up</u></b></p> <ul style="list-style-type: none"> <li>✓ follow up of the absences in school life and, in case of unjustified absence, intervention of the travelling People Social Worker among the families and the itinerary school,</li> <li>✓ 2 follow up meetings per month with the whole educational team, the management team and the managers,</li> <li>✓ daily dialogue between the trainer and the educational representative,</li> <li>✓ “to go to the caravan with the pupil” every evening in order to get an always possible direct link with the family,</li> <li>✓ each end of quarter, parents invited two by two at the secondary school in order to personally receive the quarterly school report of their children,</li> <li>✓ follow up board of each pupil stuck in the classroom = “visible link” for the pupil; to check off the information provided by the educational team as well as by the secondary school management team.</li> </ul> <p><b><u>To reach a communication between Travelling Pupils and Non-Travelling Pupils:</u></b></p> <ul style="list-style-type: none"> <li>✓ sharing of joint activities (creative workshop)</li> <li>✓ information regarding the “Travelling Pupils” World given to the “Non-Travelling pupils”: documentary film, news information, dialogue...</li> </ul>			

	<p><b>Organisation of school learning groups between the pupils:</b></p> <ul style="list-style-type: none"> <li>✓ 2 groups divided in relation with the level, the age, the quantity of pupils in the Travelling Pupils' classroom, with an 8-hour-course per week and per group: <ul style="list-style-type: none"> <li>○ Group 1: from illiterate to "poor decoder" level,</li> <li>○ Group 2: from poor reader to reader level,</li> </ul> </li> <li>+ specific courses given by voluntary teachers, taking into account the secondary school time means (see: internal means set up)</li> <li>+ 2 pupils in "class 6" reinforced in French and Mathematics, helped by an Educational Assistant,</li> <li>+ ½ hour: homework help for the whole Travelling Pupils Class.</li> </ul> <p>The remaining school period in joint classes with a ratio of one to two Travelling Pupils per class.</p>		
means	<p>staff :</p> <p>A specific teaching team</p> <p>A specific executive staff</p>	<p>Internal</p> <p><b>Elimination of illiteracy:</b></p> <ul style="list-style-type: none"> <li>• A trainer teaching 13 hours a week</li> <li>• A French Teacher 4 hours a week</li> <li>• A Mathematics Teacher 3 hours a week</li> <li>• A Science of Life and Earth Teacher 2 hours a week</li> <li>• A Physical Training Teacher 2 hours a week</li> </ul> <p><b>Specific coaching:</b></p> <ul style="list-style-type: none"> <li>• An educational Assistant full time</li> </ul>	<p>Outside personnel</p> <ul style="list-style-type: none"> <li>• Social Worker for Travelling People</li> <li>• Priority teaching red for Travelling Pupils</li> <li>• Travelling School</li> <li>• Primary School</li> <li>• Parents</li> </ul>
	<p>material :</p> <p><b>Secondary school infrastructures at the disposal: rooms, hardware, educational tools, ...</b></p>		
	<p>financial :</p> <p><b>Credits allowed by the partners such as staff wages and working capital financing</b></p>	<p>Financial partners :</p> <ul style="list-style-type: none"> <li>• Ministry of Education</li> <li>• General Council of Puy de Dôme</li> <li>• European funds</li> </ul>	
Results hoped for	<p>qualitative :</p> <p><b>To create a need of learning and mutual respect:</b></p> <ul style="list-style-type: none"> <li>• Compulsory school strongly supported</li> <li>• Taking over the common rules of conduct</li> <li>• Improvement of reading and writing</li> </ul>	<p>quantitative :</p> <p><b>Progress and maximum participation hoped</b></p>	
Actual results	<p>qualitative :</p> <ul style="list-style-type: none"> <li>• Increase in pupils attending</li> <li>• Higher attention in learning knowledge</li> </ul> <p><b>Mutual respect between the pupils and the Secondary School Staff</b></p>	<p>quantitative :</p> <ul style="list-style-type: none"> <li>• Reading evaluation bringing out significant progress for all the pupils</li> <li>• Evolution report carried out by the Secondary School Staff</li> </ul>	
<b>3. scheme assessment</b>			
Which elements helped the scheme implementation?			
	<p>For beneficiaries :</p> <ul style="list-style-type: none"> <li>• Travelling Children's Education held at the Secondary School for more than 10 years,</li> <li>• Existence of an Education Priority Network for the Travelling Children and of a Travelling School</li> </ul> <p><b>The town council involved in Travelling People's reception</b></p>	<p>For teachers or others:</p> <ul style="list-style-type: none"> <li>• Appointment of one more trainer to reinforce the existing school team</li> <li>• Appointment of an Education Assistant for a job specific to Travelling Children</li> </ul>	<p>For partners :</p> <ul style="list-style-type: none"> <li>• The needs as regards the Secondary School's increasing number of Travelling Children,</li> <li>• The local schools inspector's report,</li> <li>• Provision of European Funds</li> </ul>

What obstacles were encountered and how were they dealt with?	
Obstacles	Solutions
<ul style="list-style-type: none"> <li>• <b>Some parents remain prudent as regards their children's education at the secondary school,</b></li> <li>• <b>The absenteeism or the irregular presence which follows,</b></li> <li>• <b>The pupils' deschooling at the end of the obligatory education period</b></li> </ul>	<ul style="list-style-type: none"> <li>• <b>Regular follow up meetings (teaching team and executive staff of the Secondary School),</b></li> <li>• <b>Immediate contacts with the Travelling School and the Social Worker,</b></li> <li>• <b>Share of the difficulties and solutions to be studied at the Priority Education Network working meetings.</b></li> </ul>

What is the overall assessment of the scheme?	
Strong points	Weak points
<ul style="list-style-type: none"> <li>• <b>The Travelling Children are more involved and more interested in their school works,</b></li> <li>• <b>Contacts are existing with their parents,</b></li> <li>• <b>The teaching team devotes its attention to some pupils in progress</b></li> </ul>	<p><b>The school level at the beginning of the Secondary School is variable, according to:</b></p> <ul style="list-style-type: none"> <li>• <b>an insufficient scholarship or quite nonexistent for some of them,</b></li> <li>• <b>irregular presence in primary and nursery schools.</b></li> </ul> <p><b>Family support with all the parents.</b></p>

#### 4. outlook

Is the project being :	- locally implemented?	<b>Yes</b>	
	- applied to other places?	<b>Yes</b>	
	Which places? <b>Some Secondary Schools from the Priority Education Network: Riom, Châtel Guyon</b>		
	- extended on a nationwide scale?		<b>No</b>
	- transferable to other target group?	<b>Yes</b>	

Has the project generated other needs?	
	<b>Step by step, some pupils reach a level, which allows them to pass a professional qualification.</b>

Has the project created problems?	
	What are they?

for information purposes, can this project be of interest for:			
	Young people terminating compulsory schooling?		<b>No</b>
	Young people who have just left the school system?		<b>No</b>
	Young adults?		<b>No</b>
	Adults as a mean of professional insertion?		<b>No</b>