



1. local context of scheme's implementation

Place of implementation	School, town... Louise Michel Lower Secondary School	Country France		
Project coordinator	Surname, first name Jacques QUENTON	Position Headmaster		
Project initiator	Member of management team	Beneficiary member of target group		
beneficiaries	Number of boys : 2	During compulsory schooling		
	Number of girls : 1	At the end of compulsory schooling :		
	Total number of beneficiaries : 3	During the 18/25 year period : After 25 years of age :		
Number development	After 1 year 7 (6 girls ; 1boy)	After 2 years	After 3 years	After 4 years

2. scheme description

aims	<p>1. Accompanying and preparing the young traveller for post year ten studies (i.e. after compulsory schooling (16 years of age). Drawing up a skills and aptitudes portfolio validating the young person's secondary education upto year ten.</p>			
partners	Internal partners Teachers of the Lower Secondary School		Outside partners	
Scheme description	<p>This programme is structured over a period of two school years</p> <p>1. During the first year, the young traveller is introduced to training courses and professional skills, through introductory courses in Vocational High Schools, SEGPA (Sections of Adapted General Education and Professional Training) and EREA (Regionals Establishments of Adapted Education). These short courses (one to two days maximum) are designed for them to draw up their own personal project with the obligatory help of the Careers Advisor-Psychologist and the recommendations of the different course leaders and the tutors.</p> <p>2. During the first semester of the second year, the young person chooses a training course in a school which participates in the scheme. This choice is made on the recommendations of a commission composed of those involved in the previous year's introductory courses. This immersion course in the branch of activity lasts for a total of four weeks spread over the six month period, depending on each school and on the requirements and/or obligations specific to the particular branch of activity.</p> <p>A two-week work experience period within a company is programmed for the second semester This will enable him/her to have experience of the work environment.</p> <p>3. The two years of this scheme are to be validated by a skills and aptitudes portfolio which will confirm the young person's commitment and that of his/her family to the training scheme and will sum up the knowledge and skills acquired.</p> <p>It aims to involve a maximum of ten pupils per stage aged fourteen or fifteen. In order to be launched, it is essential that the scheme be first formalised by a contract between the different partners involved (in particular the young person and his/her family).</p>			

means	staff :	Internal 3 (1 tutor by beneficiary) Outside personnel Teachers who exercise in a working environment
	material : pupil transport financial : 2 980.50€	Financial partners : National Education ; Local Authority (General Council of Puy-de-Dôme) ; GIP Auvergne
Results hoped for	qualitative : This stage aims to enable the young traveller to gain knowledge of the possibilities of continuing his/her studies after Year 10 (apprenticeships, lycée professionnel, working life) but also to discourage them from leaving school at the age of sixteen without any qualification whatsoever.	quantitative : The three beneficiaries must pursue in Secondary School to professional skills.
Actual results	qualitative : End of year assesment for 2004/2005 school year, but all the three beneficiaries have continued to attend school beyond the compulsory age of 16 and actively engaged in the process of career choice.	quantitative : end of year assesment for 2004/2005

3. scheme assessment

Which elements helped the scheme implementation ?

	For beneficiaries : A clear wish to pursue their studies beyond their 16th birthdays. An improved self-image Family backing	For teachers or others: Readiness to work on a highly individual basis with each student. A key aspect of the school's overall project.	For partners : Catering for the individual needs of the beneficiaries. A clear commitment on the part of the schools to work constructively towards the realisation of the individual students' projects.
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What obstacles were encountered and how were they dealt with ?

	Obstacles - the pupils' apprehension and poor self-image - transport costs - apprehension on the part of the families	Solutions - talks with the different adults involved (teachers or others) : careers advisor/psychologist, tutors, ... - financial aid from the Local Authority - regular talks with the families.
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What is the overall assessment of the scheme ?

Strong points - Their self-image valorised - A best engagement in the school - Open future to professional studies	Weak points - Some families are afraid. - The transport students cost - Some future partners who refuse
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1. outlook

Is the project being :	- implemented locally ?	Yes	
	- applied to other place ?		No
	which ?		
	- extended on a nationwide scale?		No
	- transferable to other target group ?	Yes	
Has the project generated other needs ? no			
	What are they ?		
Has the project created problems ?			
	What problems ? no more		
for information purposes, can this project be of interest for :			
	Young people terminating compulsory schooling ?	Yes	
	Young people who have just left the school system ?	Yes	
	Young adults ?	Yes	
	Adults as a mean of professional insertion ?	Yes	