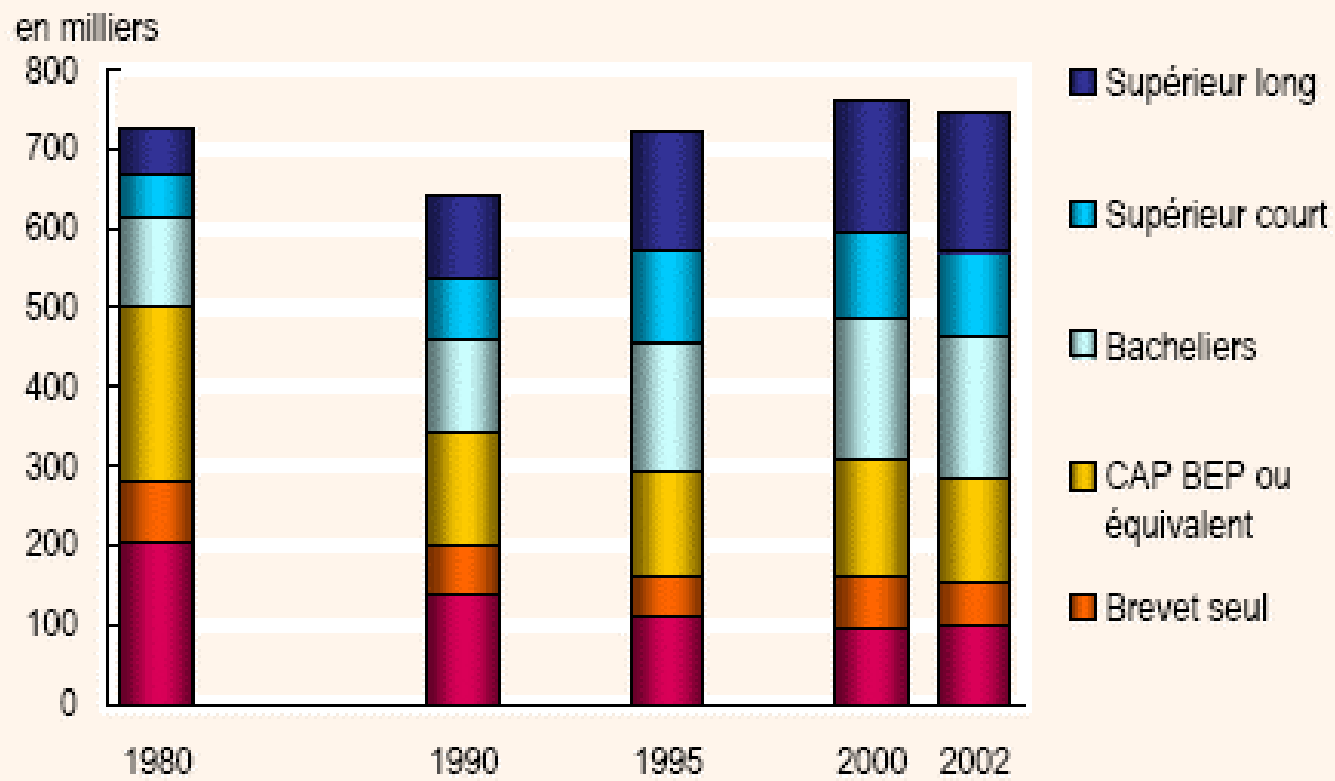


'We must never give up monitoring a pupil who has left us, as long as no-one else has taken over his follow up'

*New Chances Programme
Official Journal No. 21 of 27 May 1999*

Répartition des sortants de formation initiale selon le diplôme possédé (1980 - 2002)




MEN - DEP

Some key moments



At the end of the 70s → and following on from the SCHWARTZ report, the Education ministry committed itself to developing a policy on the integration of young people

1982 → Creation of the so-called 'JED' teams (young people in difficulty), named 'RVP' teams (renovation of the vocational path)

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- ☒ 1984 → 60,000 Young People operation
 - ☒ 1986 → Creation of the DIJEN: the Education ministry's young people's integration scheme
 - ☒ 1989 → Education Reform Act
 - ☒ 1990 → Introduction of jobseeking techniques in initial training



1993 → The Five-Year Act, introducing the right to skills training for all young people before they leave the education system

Article 54 of the Five-Year Act of 20 December 1993

1996 → Signing of the framework agreement relating to the youth integration network

⌘ Circular of 10 May 1996 on the general integration task force



1998 → Reform Act relating to the fight against exclusion

Article 5: to guarantee effective access to employment for all young people in difficulties aged 16 to 25, through personalised support schemes

1999 → *New chances* programme whose aim is to reduce the number of young people leaving the education system without any qualifications

Current state of affairs



- ⌘ The mobilisation of schools has led to a reduction in the number of young people leaving school without any qualifications
- ⌘ The aim of the reform act of 1989 has not been fully achieved
- ⌘ The general integration task force must involve **all the players** in order to contribute more widely to the preparation of **all young people** for their career integration

Some objectives



⌘ To educate and prepare all school pupils for their future professional and social integration

To prevent young people leaving school without any qualifications by identifying pupils about to drop out or at risk of dropping out of school

⌘ To identify and monitor those who do leave without any qualifications and offer appropriate support during the year after they leave school

The public and the players



Even if *all* pupils must prepare for their career integration, **the general integration task force prioritizes the pupils in the greatest difficulty**

Each member of the educational community must be aware of the alarm signals, **help to identify** pupils in difficulty and exercise **educational monitoring**

The institutional framework

School, the place for identification and prevention:

- dropping out of school
- preparation of social and career integration, during school time, with the involvement of class tutors, guidance counsellors/ psychologists (COPs), external partners, parents...

The preparation of career integration constitutes a **major point in the School Project**, and must be a long-term concern

The insertion assistance group (GAIN) or monitoring unit

The setting up of a monitoring system is the responsibility of all the school's educational players:

- Head teachers, teachers, the 'school life' team, guidance counsellors/psychologists, social and health workers are **the central players in the dynamics of the general integration task force.**

What the GAIN does



- ⌘ Organises consultation meetings
- ⌘ Sets up mechanisms for identifying and monitoring pupils
- ⌘ Helps to draw up each pupil's educational and career plan
- ⌘ Carries out re-assessments, and may even adapt individual paths
- ⌘ Organises the follow-up of the support measures

The 'situation interview'



- ⌘ For all pupils who, in spite of all the help provided by the educational community, still do not have a job or training place, interviews are held during or at the end of the school year,
- ⌘ These interviews are held by one or more members of the GAIN

Aims of the interview



- ❑ To enable the pupil to take stock of his situation
- ❑ To find the most suitable solutions that will enable him/her to:
 - Continue his/her education
 - Have access to training leading to a qualification taking advantage of all the possibilities offered at local level

Specific measures

Organisation:

At district or employment area level, schools, the information and guidance centres (CIOs) and the general integration task force (MGI) analyse the local situation and put together, based on the pooling of resources, a series of support measures for the pupils

- **Reception and remobilisation** of young people disillusioned with and about to drop out of school or in difficulties in order to help them achieve a first qualification
- **Actions leading to qualifications and/or diplomas**



For more information...

visit these sites:

ac-creteil.fr/mgien/

and

eduscol.education.fr/D0105/