



NEWSLETTER

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INTERNATIONAL NETWORK OF PRODUCTIVE SCHOOLS ★★★★★

JACQUES BONNISSEAU REPORTS ON HIS NEW POSITION IN PARIS

I am now working for the "Régional council". The "Régions" are large subdivisions of the French territory. The elected councils deal with a number of questions; among which are building, rehabilitating and providing equipments for high schools. Marginally they are involved in a certain number of programs which are designed to help the staff deal with the student as a whole person, not only as a student: for example, historical awareness organising visits to the Second World War memorial in Caen, visits to Auschwitz concentration camp or career counselling programs, press or cinema programs, representative trainings....

I am in charge of "Réussite pour Tous" (success for all) program. It is especially designed for drop outs. High schools submit a project they intend to run either to prevent student dropping out or welcome back drop out students. There are 63 selected projects, including 8 "return to school", 15 preventions projects and 40 "improve your French skills" or "improve your own personal project". Most of them take place in regular professional high schools. The students are the less successful by the regular school standards and most of them consider they are not really interested in the professional field they are supposed to be trained for, neither capable of learning at a higher level.

Each school can design a project related to the main issues it meets. My job consists of visiting the schools, and helping create connections and spread information, starting with the organisation of a meeting of all the projects next May. In addition, I am supposed to design an evaluation program in order to know better what happens in the course of the programs, what is efficient and should be experienced at a larger scale, how to support the staff. I have visited 15 of those schools and I am amazed to see the variety and the quality of the people and the actions they take to tackle the problems they face.

Among those schools, le Lycée Jean Lurçat with "La Ville Pour Ecole Paris"LYPE, "Le Lycée Intégral"LI, "Le Lycée de la Solidarité Internationale"LSI you heard of. The "Lycée Jean Lurçat" is a regular Paris High School, including the 3 alternative education programs in addition to the "Lycée du Temps Choisi" LTC.

Each of these programs is an element of a larger frame. Not all students have the same needs, neither all of them want to follow the same itinerary. The Jean Lurçat programs tend to offer different tracks including PL (especially LYPE and LSI in which the learning situations are connected to an on going cooperation program with an African country).

Another part of my job is to identify the weaknesses of the educational system that trigger the dropping out. The transition between middle school and high school is one of those weaknesses, helping students improve their academical skills, especially those who cannot afford private individual help is another one.

I wish to share this short presentation of my new job with the INEPS community. It seems to me many of us have moved to different positions and responsibilities. However the knowledge on education and the know-how on PL can be a resource for some of the questions we are dealing with.

In return, I would like to receive a feed back, including questions, suggestions, ideas I could use in completing my job. Let's resume the conversation over the basic elements of our everyday tasks and needs.

And since the planets of the INEPS galaxy are moving, reading personal presentations like this one would be of a great interest for me, even if the links between actual PL schools is not any more at stake for some of the INEPS fellows.

18th CONGRESS OF THE INTERNATIONAL NETWORK OF PRODUCTIVE LEARNING PROJECTS AND SCHOOLS (INEPS)

May 05 - May 11, 2006 in Wernigerode, Germany

„Productive Learning: An Educational Approach For Everybody?“

FIRST NOTICE

The theme of the congress, *Productive Learning: An Educational Approach For Everybody?* is one of the main questions we discussed in and among have to answer in all member countries of INEPS. Wherever *Productive Learning* was implemented, it started with young people who seemed to be lost by the regular secondary education system. In most cases we were allowed to work with *Productive Learning* methods only because schools and school administration didn't see another chance to get "lost students" back to education

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