



European Crime Prevention Award and EUCPN Best Practices Annual Conference 2009 Project Entry Form

The theme for this year's European Crime Prevention Award and EUCPN's Best Practices Annual Conference is **"Preventing crime and victimisation among children and young people. Current and future challenges – school, cyberspace and recruitment to criminal groups"**.

The following are some areas that the projects may focus on:

- Crimes committed by and against young people in cyberspace. Online crime and how to prevent it.
- School as an arena for immediate and long-term prevention.
- Recruitment to criminal groups. How to turn young people away from a life of crime.

The list is not exhaustive. The projects may address any question relevant to this year's theme.

Please complete the attached form (the boxes are expandable). Note that the last point is for a one-page description of your project.

As we intend to compile a visual presentation of the entries, we kindly ask you to provide material for this (videos, photos, leaflets, etc)

Entries should be in English, but may be accompanied by a version of the entry in the national language if wished. Each country may enter one project as its ECPA entry and up to two other projects to be presented at the conference. Projects should be submitted only through the National Representatives. The full ECPA rules may be found at www.eucpn.org

Deadline for entries is **October 1st 2009**.

Send your entry or entries to: bpc.ecpa2009@bra.se

If you have any questions, please contact Lina Nilsson at lina.nilsson@bra.se



ECPA/BPC 2009

Please answer the following questions in English.

1. Is this your country's ECPA entry or is it an additional project? (Only one ECPA entry per country plus up to two other projects.)

Yes, this is the French ECPA entry

2. What is the title of the project?

'The Meaux scheme for the pursuit of schooling', Henri Dunant Secondary School

3. Please give a short general description of the project.

The Meaux scheme for the pursuit of schooling [Dispositif de Poursuite de Scolarisation (DPS)] is associated with the Dunant secondary school in Meaux. It receives pupils who were expelled by decision of the disciplinary board of the 8 secondary schools located in the municipality of Meaux, Crégy les Meaux, Trilport and Nanteuil les Meaux. This scheme involves several partners and is not comparable to a disciplinary measure decided by the school of origin. It is an obligatory and transitory schooling procedure that will prevent expelled pupils from dropping out of school while waiting to be assigned to a new school. The DPS staff will support schools that will receive those pupils as part of their new assignments. During their schooling period in the DPS, pupils are offered educational activities (aiming to reinforce cognitive skills and self esteem), and opportunities for interaction with individuals from different backgrounds, age groups, professional fields. This will allow them to work on their psychosocial skills, at the rate of five days a week. Pupils will stay, on average, during four weeks before being assigned to a new school. The scheme is implemented in a single-family house (provided by the City of Meaux) located near a secondary school in which pupils will be able to have lunch. A teacher, a full-time teaching-assistant, an educator from the Juvenile Judicial Protection Service [Protection Judiciaire de Jeunesse], a Deputy Prosecutor and a part-time psychologist will work on the DPS. The socio-educational and judicial aspects of the action are very important. The connection between education, protection of minors and justice is taken into consideration thanks to a strong partnership between the teaching, administrative, educational, judicial and social staffs. A cultural upheaval had to take place, enabling communication and sharing of information for the interest of young people and their family. The external communication of the scheme allows the educational community to build a different representation of these youngsters who have difficulties. We can observe a renewed reflection about alternative solutions to definitive expulsions in schools..

4. Please describe the objective(s) of the project.

The integration of expelled pupils in a temporary educational structure, and in some cases a judicial structure, should enable to avoid any dropping out of school, to improve the conditions to re-establish in a new school; to prevent any delinquent activity. The partnership between all the services will enable to have a more coherent socio-educational support.

5. How was the project implemented?

The partners (Ministry of Education, PJJ, Prosecutor of Meaux, Departmental Council, the City of Meaux) have elaborated an agreement for the implementation of the scheme. The action was launched in September 2007. The project relies on a network composed of local partners who are directly involved. The steering committee, composed of representatives from the different institutions involved, has supported the DPS team and the mode of operation of the project has been developed in the action itself. Additional agreements have been drawn up. Some procedures have been formalised in writing. Betting on the responsiveness required each partner to promote different cultures especially school and judicial cultures.

Calendar

May to July 2007: Interagency working group managed by the Departmental Director of the PJJ

September 2007: Agreement; assignment of National Education E.N. and PJJ staffs. Office provided.

End of 2007: Award of local and national subsidies (Urban policy schemes)

June 2008: Annual review with the steering group, and prospects

September 2008: renewal of the agreement. Approval of the school work plan by the steering group

End of 2008: Award of local and national subsidies (Urban policy schemes)

June 2009: annual review with the steering group, and prospects.

Educational program

Learning program offered (20hours/week)

By the teaching staff of the scheme French; Mathematics; History; Geography; Biology, Sports; road safety certificate; Gardening and cooking workshops

By the teaching staff of the scheme with external consultants P.E (1 timeslot for the City Hall; 1 timeslot for the Boules Lyonnaises sports club), Justice-related issues (Deputy Prosecutor); Discovering Municipal Police Force;

By the PJJ : Citizenship education and Health prevention

Objective A: Preventing any school dropouts

Action A.1: Personalised care of the pupil

Action A.2: Development of the relationship with the family

Action A.3: Educational operating which gives value to pupil's effort

Action A.4: Intervention of secondary school teachers

Action A.5: Group writing workshop

Action A.6: Individual writing workshop. 'Me and...'

Action A.7: Road safety workshop

Action A.8: Multimedia centre workshops

Action A.9: Physical education workshops

Action A.10: Gardening and cooking workshops

Objective B: Improving conditions of their schooling in a new school

Action B.1: Initial evaluation of pupil's skills

Action B.2: Education background

Action B.3: Development of pupil's personal project

Objective C: Preventing delinquency related to dropping out of school

Action C.1: Intervention of the PJJ educator

Action C.2: Intervention of the PJJ nurse

Action C.3: Intervention of a psychologist

Action C.4: Justice-related issues

Action C.5: meetings with municipal police officers

6. Were partners involved in planning and/or development and/or implementation of the project? If so, who were they, and what were their roles?

All of the partners are associated with the development and the implementation of the action through the steering group. The planning involves the institutions which are affected in terms of human or material/equipment resources. Although pupils, teaching staff, educational and maintenance staffs are under the direct responsibility of the Ministry of Education, the steering group functions as a partnership. Ministry of Education: follow-up of the educational, and social support of the pupil, written report/notification for each disciplinary board that will be sent to the Prosecutor (protection of minors). Justice (Prosecution, PJJ and AVIMEJ association): mandate given by the Prosecutor to the PJJ to elaborate the socio-educational data collection according to the notification mentioned previously.

Municipality of Meaux: COPS and the Municipal Police Force. Logistical support and coordination between services. Scheduled meetings between a police officer and pupils

The Home Office: contact point of the National Police in schools

Solidarity Centre of the Seine et Marne Departmental Council, Meaux: Manager, coordinator, social workers, educator.

GIP Meaux Urban Development Project: Successful Schooling Team.

All of these partners, members of the steering group, have sought to increase the coherence between the different support measures targeted at same individual.

The partnership is also reflected in the funding of the scheme.

Annual Budget: €142,000 of which €127,000 for wages; €8,000 development expenditures; €7,000 other expenditures.

The financing plan is annual and is discussed further during each annual activity review

Funding is provided by the following partners

€127,000 wages, covered by the Ministry of Education and the PJJ

€8,000 development covered by the city of Meaux (notwithstanding value of real estate)

€2,000 awarded by the municipality

€5,000 awarded by national subsidies (FIPD)

7. How did you build in plans to measure the performance of the project? Has the project been evaluated? How, and by whom?

Evaluation in July 2007: Indicators were provided by partners of the CLSPD, they were accessible and could be updated.

From the start of the action, we can distinguish external indicators (provided under the CLSPD), and internal indicators (constituted by the DPS staffs from data provided by the partners). During the first year of the action, qualitative and quantitative

bimonthly reviews were submitted by the DPS staff to the steering group. During the second year, the educational project was approved by the steering group. The quantitative review of the second year will enable to draw up a comparative study between 2005 to 2007, but also between 2007 to 2009 (activity of the DPS). A comparative analysis will be established between the two academic years when the DPS was running. Cohorts formed by pupils who were received every year in the DPS are followed when leaving the scheme, as well as a year later.

The first type of evaluation has been carried out by the DPS staff for the steering group. The qualitative evaluation of the way the DPS quickly integrated itself in the local socio-educational environment and the social environment of under-privileged youngsters (who constitute the greatest part of concerned youngsters) still needs to be formalised, as well as the perception of families (which visit more than they visited the school) and the perception of pupils (who come back to the DPS to pay a visit, to ask for a consultation with the psychologist, and who communicate between them and inform those who will integrate the DPS...).

8. What were the results? How far were the objectives of the project achieved?
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80% of expelled pupils are year 8~9 pupils and are 15 years old and over.

Positive aspects: Stability of the coordinating teacher. Pupils attendance: 95%. Immediate re-schooling rate: 88% (before the DPS, it was below 50%). The proportion of expelled pupils who commit offenses decreased (43% in 2007 against 27% in 2009). The number of definitive exclusions decreased within three years (45%).

Negative aspects: recidivism rate: 35%. The follow-up of pupils over 16 years of age enabled to find out that 30% of received pupils in the DPS in 2007/2008 dropped out of school in 01/06/09. The follow-up of pupils in coordination with all the services needs to be improved.

The objectives were mostly reached within the first year of the scheme. The integration period into the DPS following the disciplinary board has been reduced to three days, which takes into account the logistical difficulty of some families to arrange a meeting. No pupil 'disappears' following the disciplinary board. The link between educational social services is developed. The receiving school receives resources (various information, name of referents) which it did not have access to before. We can observe a positive impact on these young people's behaviour outside of school and increased dialogue with adults.

Available indicators have been mentioned previously. Other indicators are also available, especially those concerning social follow-ups and support and restorative measures. The idea is to put together external indicators observed on the territory, especially thanks to the COPS. The most difficult aspect was the communication between the institutions (even though relationships were cordial). Hiring staff was not easy, especially hiring teaching assistants. Supporting them was another challenge. The steering group is a significant anchor point. The staff working in the DPS has to adapt to the constant replacement of pupils. Situation of isolation outside of school and the lack of references regarding that type of action can be unsettling. The steering group enabled staff members engaged with youngsters to resist, to be creative and perseverant. It targets pupils who are struggling with school work. We observe a progressive opening of the professional approaches of the different partners. The partnership between School-Police-Justice and social services is original and is lead by objectives of crime prevention and protection of minor. It

disrupts institutional cultures. Innovation is also part of the approach: some institutions agree to use a reactive and informal running mode in order to formalise and maintain efficient processes. The project is sustainable. It will be renewed for the academic year 2009/2010. However it is desirable to keep in mind that the objective is to reduce the number of definitive exclusions while elaborating other forms of actions that will preserve links between the different services and will lead to a significant decrease of dropping out of school in this sector.

9. Are there reports or documents available on the project? In print or on the Web? Please, give references to the most relevant ones.

Available in French only, annual reviews, annual evaluation, annual school workplan

10. Please, write a *one page* description of the project:

Key words: partnership; Protection of minors; Prevention of school drop outs; Prevention of crime; Ethics of the law (as opposed to the law of the street)

The number of expelled secondary school pupils had increased a lot, especially since 2006 (100% for the academic year 2006-2007, i.e. 56 expulsions). These pupils remained out of school for several weeks, and even for several months before going back to school. Some pupils chose to drop out of school. The lack of an efficient link between the services made it difficult to find out about these dropping out cases. Their situations were frequently discovered when they committed offences. An Urban Safety Observatory of the City of Meaux operates under the Operational Contract for Prevention and Safety (COPS). A qualitative and statistical study had been conducted within school, police, judicial and social services. Through selected indicators in the educational field, the study revealed an important increase in the number of definitively expelled pupils and in the number of days of exclusion since January 2006. The connection between definitive expulsion and the risk to fall into delinquency has been established.

In December 2006, the death of a young pupil, due to voluntary violence caused by other pupils, reinforced the local authorities' will to react against daily violence at school and their trivialisation. Partners of the Conseil Local de Sécurité et de Prévention de la Délinquance decided to elaborate a violence prevention plan in the three secondary schools located in a troubled zone. This plan includes eleven actions. It is in this context that the 'scheme for the pursuit of schooling' was implemented in September 2007.

The action first targetted pupils from 11 to 16 years old, who are expelled from the five secondary schools of Meaux. Then after a year, the action was extended to three secondary schools from adjacent municipalities as part of the resources/means sharing. Sometimes the DPS elaborates individual projects as alternative measures to definitive exclusion. The DPS has received more than 70 youngsters in two years (42 in 2007/2008 and 31 in 2008/2009). The DPS also tries to remobilise the families of expelled pupils (support/assistance for the development of parental responsibility, support for changing the outlook parents take on their child). The new schooling project for the pupil is elaborated with their support.

The project is sustainable because it relies on a common will of all the partners and every partner includes this project in the guidelines of his own institution. The project is adaptable. However, due to its complexity, its cost and the energy used by each

partner, this project should be implemented firstly in areas that encounter important troubles. This action follows the guidelines developed since 1989 by the National Education ministry's Taskforce on Inclusion. This action aims to strengthen or recreate the link between the youngster (potential dropout when he is expelled) and the educational system. While European school systems differ from each other, the project's added value is its multipartner organisation based on the reflection about the coordinated role of the services that rarely contact each other, like school and justice. We have been surprised to observe how much youngsters expelled from school also feel left out of society, and experience learned helplessness. The DPS tries to inculcate in them one fundamental right: the right to be involved and integrated in society. Working on psychological and social skills enables youngsters to directly integrate human rights. Debating the right to education and the right to identity promotes human rights. The project is also about

- teaching them and their families that education is a right before being a duty
- Inculcating in them that violence is not the only way to be understood.
- Thinking about the Justice system as a protection for oneself.