

# BOOST

## ASHOKA EDUCATION



### THE PROJECT IN A NUTSHELL



«INDIVIDUALISE THE PATH OF EACH STUDENT,  
GIVE THEM CONFIDENCE AND LIMIT THE RISK OF  
DROPPING OUT OF SCHOOL.»



#### CHALLENGE

The goal is to detect the first signs of school dropout among students and offer them adequate support to prevent them from getting out of the system along with helping them to reintegrate the system. This requires an awareness of the entire faculty to be alert to the stall signals and to communicate with the educators and coordinators of the cell. The goal is also for students to address the Boost cell spontaneously.



#### PROJECT

Boost responds to school dropout in several ways: work methodology, well-being, behaviour, discipline, career guidance, and remediation. For each of these components, a coordinator will be responsible for the support - or if necessary, the school will call on an external expert or offer the appropriate training to the coordinator. Once the student is in charge, an individual interview will determine the proper support, and the school will send the student back to the appropriate cell or the resource person. These one-on-one interviews take place during school or recreation hours.



#### PARTNERS

The Boost project requires the involvement of several actors:

**External educators:** their role is essential because they are the reference persons to capture distress signals upstream.

**Local associations:** their role is to assist the school with students with special needs.



#### WORKLOAD

The setting up of the Boost cell requires about 6 hours per week as well as monthly meetings with the various stakeholders involved (teachers and educators).



#### RESOURCES

This project mainly requires human resources with the involvement of several teachers and educators to operate the cell effectively. An online data centralisation system is also recommended.

# HOW TO IMPLEMENT THE PROJECT **IN YOUR SCHOOL**

## 1 BUILD A BOOST CELL



### GATHER YOUR TEAM

Set up a team of 2 to 3 teachers and educators from your school who wish to participate in the Boost Cell.



### IDENTIFY PARTNERS

In your city or region, get in touch with remediation, drop-out or orientation associations.



### SET A CALENDAR

Set up a schedule of meetings every 15 days with the Boost team for the personalised follow-up of pupils in difficulty.



### DEFINE THE SPHERES OF ACTION OF THE CELL

Take inspiration from the Boost spheres or define your own action zones according to the team's expertise (see page 3).

## 2 LAUNCH THE FIRST PATHS



### DIAGNOSE NEEDS

Capture the first distress signals at class councils or during your bimonthly meetings. Establish a diagnosis in terms of attitudes and motivations and define concrete actions.



### DESIGN A PATH

For each identified student, define a personalised accompaniment path using your different spheres of action: remediation, orientation, discipline, self-esteem, working method ...



### ENSURE REGULAR FOLLOW-UP

Assign an educator to each accompanied student to make individual «Boost And Me» appointments once a month to observe changes and identify any new needs (see page 3).



### START THE FIRST ACTIVITIES

Put positive reinforcement in place to encourage students in their evolution. Make sure to liaise external partners activities during follow-up meetings.

## 3 DEVELOP THE BOOST CELL



### ASSIGN A COORDINATOR

According to needs, assign a coordinator to each accompanied student to ensure a 360-degree follow-up of her evolution path. This allows for a unique referent.



### DARE REORIENTATION

If, after several courses, the student lacks motivation, offer the parents a positive reorientation towards another adapted course.



### ADAPT THE SPHERES OF ACTION OF THE CELL

Regularly update your lists of activities and your partners to suggest the most appropriate actions to the needs of your students!

# BEST PRACTICES AND LESSONS LEARNT

## THE DIAGNOSTIC TOOL

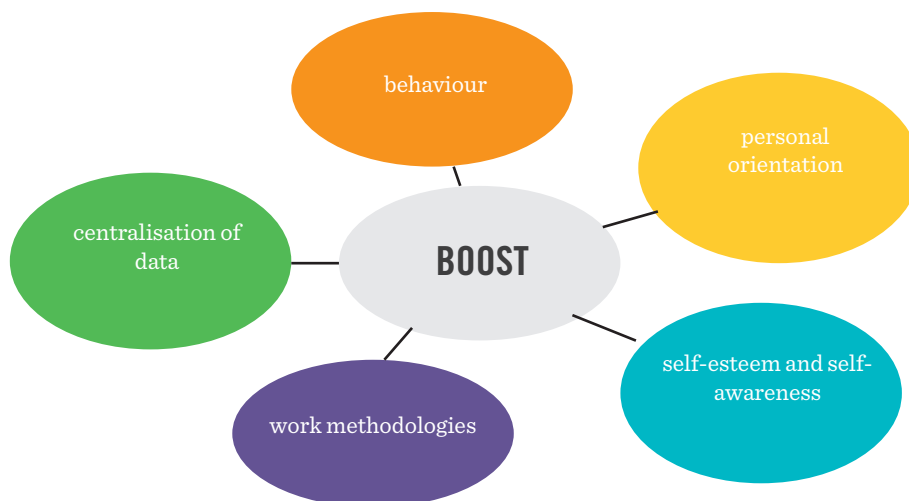
At the class council and at any time during the year, teachers meet to discuss the situation of a student to establish a school diagnosis. Beyond the diagnosis of academic skills, this tool focuses on attitudes and early warning signs of dropping out.

A series of attitudes are listed and, for each of them, a diagnosis is made as well as recommendations of actions allowing the student to grow and learn.

## THE TOOL «BOOST AND ME»

During each interview with a student accompanied by the cell, the educator or teacher can use this tool sheet to:

- Review the student's experience with the initial problem;
- Develop recommendations for action;
- Define together what the student is ready to commit to;
- Identify the actions for which the intervention of a partner association is necessary.



## MORE INFORMATION TO GO FURTHER



### CONTACT

Meet the project leader  
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### VIDÉO

Discover the story of the project and the behind the scenes videos here:  
[www.ashoka.org/en-BE/eduinnovation](http://www.ashoka.org/en-BE/eduinnovation)

