

Information about the action

PROJECT « grande école for political sciences » : SCIENCES PO

NANCY-METZ Academy

SAINT-EXUPERY High school, 11 avenue Saint Exupéry 57290 FAMECK

ZEP (designated area with special educational needs) : yes

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Classes involved : all final years (upper 6th form)

Subjects : philosophy, modern literature, history-geography, economics

writing : june 2006

internet link : <http://www.sciences-po.fr/presse/zep/index.htm>

Summary :

Partnership between the I.E.P. (political studies institute in Paris or *Sciences Po*) and Saint Exupéry High School in Fameck.

The spirit of the agreement : Since 2001 *Sciences Po* has been offering an access to its first year to pupils from designated areas with special educational needs. Its goal is to enrich the social opening of its recruitment and to make different pupils aware of these possible studies. (Pupils that never turn to this kind of studies because of false representations and social reasons.

Pupils concerned. Whatever the class, each motivated, interested, volunteer pupil with the prerequisite for this type of recruitment : good general knowledge, capacity for hard work and autonomy, intellectual curiosity, good judgment and reasoning, good writing and oral skills, and mastering at least one foreign language.

Choosing the candidates. During the first term, there is a short-listing of volunteer pupils. They are chosen thanks to their school records. To be eligible for the second part of the exam they must work on a press pack which deals with a topical theme chosen by the candidates themselves. This file is presented during a 30 minute oral exam led by some school teachers. The Jury is made up of the oral examiners and is presided over by the School head. They decide who will be selected for the “ Great Oral in Paris” from the candidates’ school records and oral exam.

Accompanying the candidates. We spend one day in Paris to visit the premises, to attend lessons and to meet students and professionals. In our school, we organize regular meetings, either individual or collective, to keep motivation up, (sessions to work on word processing, documents synthesis, preparing the oral examination), we also ask students and teachers from *Sciences Po* to come over .

Mots clés

STRUCTURES	DEVICES	THEMES	SUBJECTS
Upper secondary school(High school) ZEP-REP (designated area with special educational needs)	Partnership	Any	Civics, Law and social education Modern Literature History, Geography IT Interdisciplinarity Modern Languages Philosophy Economics

Writing about the action

PROJECT SCIENCES PO
NANCY METZ Academy
SAINT-EXUPERY HIGH-SCHOOL FAMECK

Partnership with Sciences Po, Paris
Within the framework of «Special educational needs Conventions»

1. FRAMEWORK

1.1 Reasons for a Convention

Eager to bring a positive and original answer to the question of equal opportunities in accessing higher education, Sciences Po implemented a specific device in 2001, to select pupils from designated area with special educational needs in order to integrate them to the Political studies Institute in Paris. Our school has been a partner in this initiative since 2001.

According to the Convention :

« The majority of selective higher education schools choose their students thanks to procedures which enable them to have the best quality students but, which increase social differences. The lack of social opening in these schools has drawbacks. Firstly, it undermines its credibility and legitimacy and secondly, when excluding all the gifted students because of social blocages, it makes the schools go without the diversity of origins and all its intellectual and cultural wealth. It limits the knowledge of those who aspire to high responsibility jobs by cutting them from one part of society ».

The written exam favors the social reproduction of elites to the detriment of diversity and equal opportunities. In 1998 only 3% of admitted students were from underprivileged socioprofessional groups (SPG). Since 2001, 189 students have been admitted thanks to the convention and between 50% and 60% of them come from underprivileged SPG.

Saint-Exupéry High School is a general and vocational school in a ZEP. With more than 60% pupils from underprivileged SPG it comes second in the Academy. In comparison, figures for the academy, the department, and the school basin in terms of underprivileged SPG are 35%, 39.8%, and 43.9%. 19% of parents are unemployed. 34% of all the pupils live in single parent family. 5.5% live alone or are under the tutelage of the department of health and social services(DDASS).

In the eyes of these social and cultural handicaps the results to the exam in 2005 are satisfactory : 80% exam pass and 97 distinctions (7 first class honors, 23 upper second class honors and 67 class honors).

1.2 Selection procedure

According to the convention « *Sciences Po organizes the procedure together with the partner schools.* » The study of a press pack has been chosen for the past 5 years. The schools have to

respect the same specifications for the selection procedures, but they retain a certain autonomy to implement them. This allowed us to choose our own conditions to select, and accompany our pupils.

2. GOALS

- *Make up for a recruitment procedure which ignores a certain number of gifted pupils*
- *Reduce self-censorship*
- *Stimulate efforts and work*
- *Improve the school public image*

3. IMPLEMENTATION

3.1 Equipe pédagogique

4 teachers work regularly to help and accompany the candidates. Among them, 2 coordinators organize this action inside school and operate the link with Sciences Po. A dozen other teachers intervene during work sessions and also during the eligibility oral exam. Subjects involved are economics, history and geography, philosophy, modern languages and literature, languages, research, management.

3.2 Expected skills and spotting the pupils

Motivation and personal commitment, good general knowledge, capacity for hard work and autonomy, intellectual curiosity, good judgment and reasoning, good writing and oral skills, and mastering at least one foreign language make the “ideal potential candidate”. If we only stuck to this “good pupil” profile, we would certainly miss interesting people with character and potentiality. Experience showed that some pupils could improve their school results thanks to motivation.

Therefore, we decided to spot pupils according to two indicators. The first one being exclusively academic : a likely success at the first round of the final exam (Baccalauréat) with room for progress. The second one being non academic : character, motivation, personal commitment, openmindedness, readiness for challenges. The implication in out-of-school and extracurricular activities or his interest for present day events being good examples to illustrate this criterion (in charge of a club, participation in the school journal, in associations...).

Spotting the pupils goes like this : In 1st and 2nd year, form tutors give a general outline of the project. At the end of May , beginning of June, interested or advised 2nd year pupils attend a meeting with the coordinators and a former school pupil who entered Sciences Po thanks to the CEP procedure. This year, 33 pupils attended this meeting. At the end of September, a second meeting is organised with the final year pupils. It is ran by the Sciences Po team and it has Two main goals : remind everyone of the project nature and introduce the year planner for the pupils who would enter the project. The formal commitment is beginning of October. In 5 years, it concerned 15 to 20 pupils every year.

3.3 Accompanying the pupils

From the beginning; we decided to accompany and not to prepare the pupils, and this for two main reasons. First, because of the eligibility procedure, we want to favor the birth of talents and gifts and the affirmation of characters rather than the « formatting » of candidates for a competition. This would be against the spirit of the convention which aims at privileging excellence within diversity. Secondly, some pupils, who enter the project, don't necessarily want to integrate Sciences Po. They just want to benefit by the program. (how to prepare a press pack, and present it just to challenge themselves ; visit Sciences Po in Paris and attend a few lessons.

3.3.1 Accompaniment meetings

We meet the group twice a week between 12h45 and 13h30. These meetings are not optional and they give us motivation indicators. During these meetings, we help the pupils with their press pack and give them specifications, advice for their researches. We answer questions about the different issues they face. These meetings are psychologically helpful as pupils realize they share the same difficulties. This type of exercise is unusual, and demanding in terms of effort, autonomy, and discernment. This investment takes some time and effort besides the strictly curricular investment. They have 6 weeks between December and January to choose a topic. They have to choose among current affairs. They must collect articles on all topics they are interested in and make a final choice about their theme. This year we had 12 press packs dealing with the following themes : urban violence ; the Chinese economic miracle ; Occident and Islam ; ZEP ; Crises in the suburbs ; positive discrimination ; Villepin's government ; secularism ; managing natural disaster ; Women in politics ; European economic forecast.

3.3.2 Visit to Paris

In January, all the candidates are welcomed for a day, in the Parisian premises. They throw themselves into the peculiar reality of Sciences Po. They attend a lesson, followed by a meeting with professionals, teachers, and students from the convention. They talk about job opportunities after IEP and they compare their experiences. This visit is one of the high points of the project. Our pupils are impressed for they enter a place they thought out of reach. This motivates them even more.

During the first three years, the visit only lasted a day, but it was a bit short to really draw all the benefits from it. Now, we spend two days in Paris. We sleep in a youth hostel and we have time to visit the Orsay Museum on the Sunday afternoon. We spend the Monday in Sciences Po.

3.3.3 Video training

3 teachers from Sciences Po come to our school for half a day, in order to advise the candidates on how to speak in public in front of a video camera. Each pupil has to speak about his theme and his motivations for about 15 minutes. The oral performances are collectively analysed. This session does them a lot of good. Our pupils see themselves through the merciless eye of the video camera. The shyest pupils happen to be good. Beyond the perspective of being admitted at Sciences Po, this is another opportunity to work on self-confidence and to project oneself in social and professional life.

3.3.4 Ressources- School library(CDI)

Our school librarians are available at anytime to accompany the pupils and to help them during the many steps of their press pack carrying out. Different actions have been implemented :

- Librarians have an outside look on the candidates' works. They know their resources and they have research strategies.
- There is a co-chairing to initiate the pupils into using specific tools : sitography, exploitation of press websites, Alternatives Economiques cdroms and Regards sur l'Actualité cdroms.
- Specific resources are proposed :
 - On the library intranet with a selection of press websites and links to useful websites,
 - In the library with the availability of books about current affairs and former Sciences Po pupils' files.
- Easy access to the library :
 - The pupils can xerox any document anytime,
 - They can borrow books as they need.

3.3.5 Methodological support for writing a document synthesis (a résumé)

In the press pack, there is a synthesis. Our pupils have never been confronted to this sort of exercise before. They can easily collect articles dealing with the chosen theme, but when it comes to sum up everything, they feel lost and they don't know how to get a clear and concise summary of everything. Therefore, we thought a methodological support could be useful.(2 sessions of 45 minutes). These sessions take place during the research period and outside school time, usually between 12h45 et 13h30. A French teacher specialized in resumé prepares these sessions (he usually teaches in advanced vocational training classes: BTS).

During the first session he hands out a methodological document (**annex 1 : Methodological support for writing a document synthesis**), reads it, comments upon it and answers the candidates' questions. The second session is more practical : the teacher proposes a document from BTS classes to try the method out (it's easier to work on 5 BTS documents than on ten press articles).They have time to read/go through the documents, then he gives them an analytic/ synoptic grid already filled in, with the main ideas from each document (having the pupils to fill in the grid would take too much time). The candidates work individually on the grid with highlighters, to locate convergent ideas. Then, collectively, we list all the main notions(6 to 9 in general), to draw the synthesis outline. This last step is often very easy to do. This methodological support is not the only way to success. It's only a way to work, but there are many. Candidates can adapt the method. They feel more confident after the sessions as they see it's more technical than difficult. They know how to handle it and how to tackle the exercise.

3.4 Eligibility to take the oral exam

The procedure is ran by the school educational team and it must obey the convention specifications.

Making the press pack : Our pupils make their press pack on whatever subject they chose. The reference period (6 weeks) is decided on by each school. Articles must come from varied

sources (many major national dailies for example). We advise the pupils to add a few articles written in foreign languages.

To this press pack, our pupils must add two documents, a synthesis (up to 2 typed pages) and a personal thinking (up to 3 typed pages). Our pupils have 15 days to write everything down.

Oral Exam. Pupils defend their project and their motivations in front of a school jury.

The Evaluation grid was made by some school teachers ([annex 2 : eligibility evaluation grid](#)).

Selection. The Jury is chaired by the headmaster. They select the pupils they will present at Sciences Po and give grounds for approval. These decisions are taken before the end of April.

3.4.2 Oral examination

The board of examiners is made up of 4 teachers from 4 different subjects. These teachers don't know the pupils to try and be objective. This year, it took 2 half-days and 4 different boards to test the 11 candidates.

For each candidate, we have a 1h30 slot which splits as followed : 30 minutes to evaluate the press pack ; 30 minutes for the questioning ; 30 minutes to decide.

The press pack examination is done without the pupils being there. Teachers have 2 weeks to go through. They share their views and draw conclusions according to 2 types of criteria known by the pupils. Definite criteria : Does the candidate respect the instructions ? How does he present and structure his press pack ? Is the research part done seriously? Does he have the required written skills ? ; Technical and intellectual criteria : did the candidate manage to write his synthesis with precision, and objectivity ? Are the different issues clearly explained and dealt with ?

For the oral exam, each pupil has a ten minutes presentation and a twenty minutes interview. This is to check is ability to speak, the mastery of his subject and the quality of his personal thinking.

3.4.3 Decision

The jury (the headmaster and at least one member from the eligibility board) always meet in the days following the presentation to analyze the different candidates according to three criteria: the performance during the eligibility exam,(evaluation grid), the school profile (school report), the candidate's personality and motivation (the educational team's impression and feelings). Motivation and investment in the project can sometimes balance a bad oral performance.

3.4.4 Follow-up

After the decision is made, a thirty minute-meeting is organized with each candidate to go through the details. This is very important for pupils who didn't make it as we evaluate their progress and we show them how what they consider a failure is in fact very formative. In general, they all consider their investment positive and enriching. Facing difficulty and obstacles make them stronger. We talk about their ambition and the possibility to join CPGE (classe préparatoire aux grandes écoles).

At the end of May we organize a last interview with the pupils who succeeded. It is considered as a mock exam during which pupils have to talk about their own interests, their projects, their personality. We give them a few pieces of advice about self confidence and self affirmation regarding the oral exam in Sc Po Paris after the written part of the baccalauréat.

3.5 Admission

A thirty to forty minute-oral interview. Even if there are a few questions about the candidate's press pack, the main part of this exam is about current affairs and about the candidate's career. Its main goal is to allow the candidate to show his potentiality, his qualities, his intellectual curiosity.

4. END RESULTS

4.1 Results

To this day, 17 out of 189 students (inside this procedure) have come from our school.

Results

Results Years	Entered	Eligible	Admitted
2001	12	7	4
2002	10	6	4
2003	12	7	2
2004	8	5	2
2005	15	11	5
2006	11	7	In progress

Eligibility rates

Years	Rates	Number of candidates	Pupils eligible
2001		12	58.3 (7)
2002		10	60 (6)
2003		12	58.3 (7)
2004		8	62.5 (5)
2005		15	73.3 (11)
2006		11	63.6 (7)
Average		11.3	62.6

The average eligibility rate compared to the number of entered candidates is 62.6%.

The yearly variations (from 58 to 73%) confirm the strong pupils' motivation, their seriousness and their profile coherence, as well as the impact of our educational team accompaniment.

Admission rates

Years	Rates	Number of eligible candidates	Admission rates
2001		7	57.1 (4)
2002		6	66.6 (4)
2003		7	28.6 (2)
2004		5	40 (2)

2005	11	45.4 (5)
Average	7.2	47.5

The average admission rate compared to the number of eligible candidates is 47% and 29.8% compared to the number of entered candidates .

The success rates variations reflect the school decisions to accompany rather than to prepare in relation to the Convention spirit and also the fact that we take into account the school profile and the personality of each candidate.

Origin of the admitted pupils by classes :

L (literature) : 6 ; ES (economics) : 9 ; S (Sciences) : 1 ; STT (Sciences and technology) : 1.

4.2 Evaluation regarding the goals

Make up for a recruitment procedure which ignores a certain number of gifted pupils

Integration and success in Sciences Po are very satisfactory. Only one student in 2002 stopped the courses because she had found another project. The 16 others attend the courses normally. Some of them even get excellent results. 4 pupils who entered in 2001 are now in their 5th year doing a master.

This integration is done progressively. 50% of the 1st year students say they feel different whereas in 2nd year, it's not the case anymore. From the contacts we have with our former pupils we can say the reasons are : a huge amount of work, new working methods including a lot of personal researches and synthesis (during method conferences, students must introduce their work according to certain principles, with a time limit.) ; being far from their family for those in Paris ; the cultural, linguistic and ideological discrepancy.

Reduce self-censorship

Until then, most pupils had never heard of Sciences Po or didn't think about these studies because they thought it was out-of-reach, and reserved for a social and cultural elite. The possibility or the opportunity to get in really improved their self-assurance, their ambition. School can still play the role of a social lift (**annex 4 : Former pupil's testimony, now in 1st year**).

Stimulate efforts and work

The involvement in the project brings positive effects on motivated candidates' school results. For example, these pupils know that a copy of their mock exam results will be added to the admission procedure file. So, they really want to get excellent marks.

Our 17 pupils, admitted to Sciences Po, got a distinction. (4 second class Honors ; 10 upper second class Honors ; 3 first class Honors). Their investment in the project contributed to these results.

Improve the school public image

Even if there was no real Sciences Po effect on the school image, we can nevertheless say that the media cover was much better and much regular. Lots of young people were pushed forward.

This experiment showed to a vast majority of people (the public, the pupils and the teachers of the area) that a school in a designated area with special educational needs could reach excellence.

4.3 Benefits

Reinforcement of interdisciplinary exchanges and practices.

The specificities of this accompaniment and of the evaluation procedures make the teachers work together. This helped build a small group of teachers deeply involved in the project for the past years.

Contribution to implement some school dynamics around the press.

Thanks to the Sciences Po project, some pupils started handling the press on a regular basis. This favored the implementation of a thinking about the media used by the pupils. The school organized a real press project to bring a maximum number of pupils in the school library in order to make them mature readers.

Since 2004, this project has been implemented in the school. It turns on an academic action (global invitation to tender) and a national experiment with the DESCO (Direction de l'Enseignement Scolaire du Ministère) and the CLEMI (Centre de Liaison de l'Enseignement et des Médias d'Information). It involves a large number of pupils (11 classes in 2004/2005, 17 in 2005/2006) and the different actions are: press packs, the making of a TV news, studying the diversity of media, criticising images... the different skills we ask the pupils to have during these actions are the same required at Sciences Po :

- Develop a media culture by multiplying and diversifying the medium.
- Bring the pupils into the library to refer to books.
- Favor a citizen culture by developing a critical mind.
- Bring the pupils to make choices and to support with relevant arguments.
- Enable the pupils to master their written and oral language.
- Develop their skills in ICT.
- Acquire transversal skills : dealing with the information, document demarche.
- Reinforce the pupils' motivation : using ICT, improve their self image.

The press project is linked up to the Sciences Po project in perfect harmony :

- It enables the pupils to get used to the demanding selection process inherent in the Sciences Po project. Pupils can therefore see how to work on information. For some pupils, the actions they led triggered their decision to integrate the project.
- These actions enable the teachers to spot some pupils and to inform them about the fact they can integrate the project if they want to.

5. CONCLUSIONS and RECOMMENDATIONS

This partnership with Sciences Po indisputably produces positive effects regarding our goals and the foreseen benefits.

To continuously improve the implementation of the project and its impacts, we intend to work in different fields of action :

- Inform the teachers from scientific and technologic subjects to improve the representativeness of pupils involved in the project.
- The follow up of candidates who didn't pass. For example, what was the effect of their participation in the evolution of their after-graduation project?
- A clever and quantitative analysis of this project effects in our school regarding equal opportunities policies.
- We sent a poll questionnaire to all the project participants since 2001, to evaluate the two elements mentionned above ([annex 5](#)). It was sent in June and the results will be exploited in 2006-2007.

ANNEXES

Annex 1 : Methodological support for writing a document synthesis.

Annex 2 : Eligibility evaluation grid.

Annex 4 : Former pupil's testimony, in 1st year.

Annex 5 : Poll questionnaire.

**METHODOLOGICAL SUPPORT :
DOCUMENTS SYNTHESIS/
PRESS PACK / PARTENARSHIP SCIENCES PO.**

1. GENERAL PRINCIPLES

1.1. THE FILE

- 10 to 15 articles dealing with the same topic, the same theme.
- Integrate press drawings (caricatures...), graphs... etc.
- think about a set of problems which will be defined and adjusted according to your readings.

1.2. GENERAL RULES

MUST DO	MUSTN'T DO
Compare the articles according to the set of problems	
Present this comparison in a synthetic, organised and composite way.	Juxtapose summaries from each article
Be unbiased , remain true to the articles (even if you don't share their ideas...)	Give your personal opinion , comment, explain, add personal examples...
Be concise	« waffle »
Rephrase the authors' ideas	Copy extracts again, mix quotations
Regularly remind us of the consulted newspapers	

2. THE DEMARCHE.

2.1. STEP 1 :1st ARTICLES APPROACH

2.1.1. After the first reading, find the main idea of each article

2.1.2. 2nd reading :

- Pinpoint the article outline (directly on the copy)
- Highlight the essential elements in keeping with the chosen set of problems.

2.1.3. If necessary, define or adjust your set of problems.

2.2. STEP 2 : SYNOPTIC GRID

- 2.2.1. We can already take into account what links the different articles :
- convergence (same idea in different articles)
 - complementarity (some articles introduce the situation, others analyse the causes, others propose some illustrations...)
 - difference of opinion (opposite thesis... cf.political orientations of the newspapers)

- 2.2.2. Elaboration of the synoptic grid.
- number of columns = number of articles or other press documents
 - use many front side pages.

Doc 1 : newspaper / date / article author	Doc 2	Doc 3	Doc 4	Doc 5

→ for each article, find the main ideas in keeping with the set of problems, note them down in the grid (= rephrase). The way you write information in the grid must make your outline clear, to simplify the comparison.

→ when the grid is filled in, choose pens / highlighters from different colours: underline / highlight identical ideas, those which complement one another, those which are against etc.

→ On one page, gather similar ideas.

⇒ operate a first classification which will help for the elaboration of paragraphs (§) (= parts of the synthesis) : 6 to 9 « ideas », in general.

2.3. STEP 3 : FROM THE SYNOPTIC GRID TO THE DEVELOPMENT OUTLINE

- 2.3.1. Organize the 6 to 9 « ideas » in 2 or 3 parts (2 § + 2§ + 2§ or 3§ + 3§ or 3§ + 3§ + 3§...)

2.3.2. No common outline, but the outlines commonly used in history-geography or economical sciences perfectly work here.

3. WRITING A PARAGRAPH.

- same principles as for an essay :

→ *one § = on idea, one idea =one §.*

The whole § must be structured around this idea.

A § is a small part (under-part) , and not a whole part.

- 1st sentence of the § = main idea of the It must be expressed clearly.

- content of the § :

- Regularly quote the names of the newspapers you used (to avoid adding any commentaries).

- **rephrase** the journalists' ideas. Only a few quotations in quotes. Try to reproduce the main ideas, very precisely.

- Diversify the way you insert newspapers references (« according to the reporter from *Libération* », « Mr so and so thinks that », « *Le Monde, on the other hand, thinks* », « *Courrier International* proposes to analyse the causes », « *Figaro* emphasizes the fact that», « Mr so and so's drawing refers to », « Mr so and so's article describes...», « The character created by Mr so and so perfectly illustrates this idea », « *L'Humanité* stands up for the idea which » etc.

- **bind, link up** the ideas inside the § (don't juxtapose the ideas), to show how we « circulate » from one document to another.

4. INTRODUCTION - TRANSITION(S) - CONCLUSION

4.1. INTRODUCTION

- introduction (chosen theme...)
- Quick evocation of the newspapers used, with the dates
- Set of problems
- Announce your outline (main parts only)

4.2. TRANSITION(S)

- Remind the previous« main part»
- Announce the following « main part »

4.3. CONCLUSION

- assessment, recapitulation of the essential (= answer to the set of problems)
- opening: future perspectives or widening the set of problems...

5. LAST COMMENTS

Scrupulously respect the writing rules (spelling, syntax...)
and follow the presentation instructions (gaps, indents...).
The whole work mustn't be over 2 pages(typed up).

Annex 2

EVALUATION GRID (oral)	Index	Coefficient	Index coefficient
EVALUATION OF THE WRITTEN DOCUMENTS			
<i>Respect the specifications</i>		1	
FILE			
Written Expression (spelling mistakes, style)		4	
General Presentation and neatness		1	
Documents organization		2	
Presence of varied and relevant documents		2	
SYNTHESIS MARK			
Capacity to highlight the essential		4	
Precision and objectivity		2	
THINKING MARK			
Presence of a clear and relevant set of problems		4	
Quality of the personal thinking		4	
ORAL PRESENTATION EVALUATION			
<i>ORAL (10 mn)</i>			
Elocution and expression		2	
Speech liveliness, strength of conviction		2	
Efficient argumentative speech		4	
Structure of the presentation		2	
Respect of the time allotted for the presentation		1	
<i>INTERVIEW (20 mn)</i>			
Capacity to converse and to answer the questions asked by the jury		4	
Real appropriation of the documents, master the topic		4	
Personal thinking and justification of the choices you made during the elaboration of the work.		5	

INDEXES :

- Very inadequate: 0
- Inadequate : 1
- good : 2
- very good :

Total :

TESTIMONY

Interview of a 1st year student.

When did you hear about the Sciences Po project ? and who from ?

When I was in college (year 11), my cousin had participated in the project. Then, in upper secondary school,(1st year) my economics teacher talked to me about it.

Did someone play an important role in your decision to participate in the project ?

The economics teacher I mentionned above. From this moment on, I was very keen on languages and economics, and this teacher told me Sciences Po could offer me what I was waiting for.

Did you have a well defined project after your baccalauréat ?

I wanted to make audit ; I wanted to do a master in finances.

What do you think about your teachers'accompagnement throughout your last year in high school ?

Great. There is nothing like this elsewhere. I've recently talked about it with students from other subsidized school. Teachers in Fameck are close to their pupils and really throw themselves heart and soul in the project.

Was the trip to Paris decisive for your motivation ?

It was nice, but unlike other candidates who already pictured themselves in Sciences Po, I always kept a cool head. I am not easily carried away. I go step by step, and after this journey, I was more preoccupied by my press pack and my eligibilty oral exam. I would even say that the mock oral exams in May were not a good idea as I was revising for the baccalauréat, This was my top priority at this time of year.

Let's talk about the press pack ; Did you have any difficulties ?

No. I chose « The socialist party faced with the European Constitution» as a theme because I love politics. My teachers' advice were decisive for the elaboration of my synthesis.

And the eligibility oral exam at school ?

Retrospectively, I would say it was more frightening than in Paris. The questions were very difficult and they even asked to speak in a foreign language.

The oral exam in Paris ?

It went well. They asked me two questions about the press pack, and a few more questions about the baccalauréat. I definitely think my first class Honours played a great part in my admission. They were also quite impressed by my personal project about audit .They also asked me why I had tried to enter Sciences Po ; I just answered that the opportunity had appeared to me and that I wanted to take my chance. Besides, It was exactly the studies I wanted to do.

In case of failure did you have a way out ?

I had filled in an application form for a franco-German finance institute in Metz.

And about your first year in Sciences Po ; Why Nancy ?

It was close to Germany and offered many opportunities. Attending lessons in German and giving talks in German was a challenge I liked.

And your results ?

Marks between 15 and 17 during the first semester. I don't know the results for the next one. I'm doing quite well . The fact that I studied economics before was really helpful and I had really good teachers in High School.

Any difficulties in organizing your workl ?

At the beggining, yes, but you quickly learn. I work late at night but I relax at the weekends. This vital !

And your integration ?

Not very good. I feel out of place. I have the impression that students in Science Po live in the past and don't really get what's at stake nowadays ; In short, they don't know what life is? Hopefully I go back home every week-end.

Last question : If this procedure had not existed, would you have tried to pass the exam ?

No. First, I would not have heard about it. Then, I would have thought I did not have the required standard.