



Atlantic Social Lab

Cooperation for the promotion of Social Innovation

ATLANTIC SOCIAL LAB STUDY VISIT REPORT - STUDY VISITS HELD IN TOULOUSE

The project Atlantic Social Lab is co-financed by the European Regional Development Fund (ERDF) through the INTERREG Atlantic Area Cooperation Program (EAPA_246 / 2016).



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EUROPEAN UNION

A. GENERAL INFORMATION	
Date	22 – 11 – 2022
Location:	Toulouse
Name	Second Chance School
Legal Status	Public Administration
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B. SHORT DESCRIPTION	
<p>Objectives <i>(identify the main goals of the project and target groups addressed)</i></p>	<p>Created on the initiative of Martin Malvy, President of the Midi-Pyrénées Region as part of the Region's involvement in the Grand Toulouse City Project, the Toulouse Second Chance Regional School has welcomed nearly 3,000 pupils since its creation in January 2004, whom it accompanies in building a successful career path, in choosing a profession, in accessing employment and in lasting insertion in the world of work and society.</p> <p>In 2017, the School opened a second site in Onet-le-Château for the population of the Rodez conurbation.</p> <p>The Second Chance Schools (E2O) provide young people from 14 to 25 years old, without employment or qualifications, with an original pedagogical model based on innovative training through personalised non-formal itineraries, a reinforcement in basic and labour competences, practical experiences in connection with the business world, and support in social demands with special attention to the most vulnerable.</p> <p>The target group addressed are young people between 14 and 25 years old with associated difficulties and resident in Toulouse.</p>
<p>Methodology <i>(identify the methodological principles, mode of operation and level of intervention)</i></p>	<p>Marc Martin has led the team since the creation of E2C in 2003. It includes about thirty employees, 24 in Toulouse and 6 in Rodez. The trainers are versatile and play either a role as trainers in professional integration (remediation in general learning) or a coaching mission where they simultaneously accompany a dozen students to ensure the continuity and consistency of their path.</p> <p>The training works on the principle of permanent in and out. The training course has a theoretical duration of 9 months. The average time is also nine months. It may exceed nine academic months, depending on the work done by the student, to avoid causing a break that could crystallise failure. The training is based on a work placement programme in a company, the theoretical duration of which represents 30 to 40% of the total training workload.</p> <p>During the first four weeks of training, students work in group dynamics to become familiar with the school and how it works, acquire a work methodology, reach a level position in general subjects and, above all, carry out in-depth professional exploration work.</p>

	<p>After this period, they benefit from an individual timetable to propose a specific training project for each one.</p> <p>The work project is based on the principles of ADVP (Activation of Personal and Vocational Development). It is up to each student to decide on their professional project. It is up to the teaching team to allow everyone to get involved in a work of exploration about themselves, their values, their wishes, and their constraints to develop their representations enrich their experiences and take into account the opportunities of the labour market.</p> <p>During the first weeks of training, they are invited to conduct placement tests to enable the teaching team to measure their strengths and weaknesses. Depending on their individual needs, it will be possible to offer them the benefit of such and such modular workshops.</p> <p>The introductory knowledge refresher course is based on the organisation of modular educational workshops that operate on a permanent input and output basis. Within each workshop, student progress evaluation methods are implemented to allow each student to measure their progress and successes.</p> <p>The teaching team ensures, in the evaluations of the internships in companies, the transfer skills implemented by the students concerning the learning carried out at the school. In the same spirit, the exercise of a profession constitutes a lever on which the team relies to mobilise students in updating fundamental knowledge.</p> <p>Throughout the course (and after leaving the training), each student benefits from individualised monitoring by a trainer from the school in the form of coaching.</p>
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C. MAIN FINDINGS	
Social Needs <i>(identify the social needs the organisation intends to fill)</i>	<p>This project seeks to fulfill a set of social needs, namely:</p> <ul style="list-style-type: none"> - favor the lasting professional and social integration of those unemployed young people who are outside the educational system; - Development of social and professional skills; - To promote the professional insertion of young people at risk of exclusion; - Addressing early school leaving; - Prevent marginalization; - Stimulate collaboration with companies; - Promoting health, active citizenship and independent living.
Social Innovative Practices <i>(identify the main social)</i>	It offers young people an educational framework through the launch of personalized educational itineraries with attractive, innovative, participatory

<p><i>innovative practices developed and the extent to which the work developed responds to those needs)</i></p>	<p>and inclusive pedagogical formulas that alternate training and work.</p> <p>It provides motivating experiences and flexible learning environments, modular and adapted to the student's specific needs.</p> <p>It promotes the success of these young people in alternative training programs to those provided by the educational system during their years of ordinary schooling. And it favors the return to the regulated educational system and/or the transition of young people to the world of work, developing transversal competencies necessary for the job, as well as skills and abilities proper to the imparted professional training.</p> <p>Promotes obtaining the social and labor skills necessary to achieve a quality insertion in society.</p> <p>Design and make pedagogical proposals for the acquisition of key skills since it works, starting from the particularity of each young person and through the educational link, their responsibility with their situation and personal future.</p> <p>It promotes the formation of autonomous, fair, tolerant and supportive people, transmitting values such as gender equality, environmental sensitivity, community participation and social inclusion.</p>
<p>Collaboration and Networks (<i>identify the main connections of the organisation</i>)</p>	<p>Since its creation, the School has worked with over 2,000 companies and every year around 700 internships are carried out to allow the students to discover and experience their future profession. Most job placements occur naturally after practical internships.</p> <p>The partnership between companies and the School translates into different types of actions, namely:</p> <ul style="list-style-type: none"> - Participation in career discovery; - The animation of recruitment interview simulations; - Animation of educational sequences; - Business club/school meetings; - Reception of students in internships and of course their recruitment; - The payment to the School of the apprenticeship fee.

D. MAIN CONSTRAINTS TO SUCCESS	
<p>Challenges and Barriers (<i>identify the main problems that the organisation faces: financial resources, human resources, networks, innovative environment...)</i></p>	<p>The main challenge reported is the motivation of the young beneficiaries to continue in the long term within the educational or professional project. As this is an individualised process that puts the onus on the individual wishes and needs of each young person, it is important that they attach meaning to the project. Maintaining a commitment to this meaning and working on motivations are the main barriers in this case.</p>

E. CONCLUSIONS

<p>Key Concluding Lines</p>	<p>To develop together concrete and effective solutions to the problems of early school leaving and youth unemployment; incorporating specific measures to ensure access for young people at risk or in a situation of social exclusion. Contributes at a local level to the national recognition of the Second Chance School model as an essential element in the fight against early school leaving and youth unemployment. This project ensures the articulation and complementarity of the second chance school model with national, regional and municipal policies, with the recognition and homologation of this model and its educational and training actions.</p> <p>The axis where this school has been most successful is among young people who are looking to take the mid-level vocational training exams, with a success rate of 70% in the first year and 80% in the second year.</p>
<p>Other information considered relevant</p>	<p>Nothing relevant to add.</p>

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