

Good Practice: FR GP1

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"Second Chance Schools"

Main features of the GP programme:

Type of programme	Type of organisation	Field of practice for organisation	Programme scope	Programme duration	Programme occurrence/frequency	Type of funding for GP
Non-formal	Non-profit organisation	School to work transition	National with regional and local implementation	Six to nine months	Continuous	State funding

Adult Education as a Means to Active Participatory Citizenship (EduMAP) is a Horizon 2020 research project focusing on adult education among young adults at risk of social exclusion. Particular attention is paid to educational policies and practices needed to foster active citizenship among vulnerable young people.

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1. What – Focus (theme, orientation)

The E2Cs target 16-25 year-olds who are experiencing severe challenges in finding a job. They employ a work-based learning methodology, which takes into account individual participants' learning styles. The E2Cs facilitate school-to-work transition by providing personalised training lasting six to nine months. There are three key elements to the E2C's work-based learning approach:

- The Training Hub, which updates young people's basic competences;
- The Business Hub, which establishes partnerships with local companies; and
- The Social Life Hub, which encourages inclusion in the wider community.

The partnerships forged with businesses are a pillar of the E2Cs' success; a key element of the work-based learning programme is the immersion internships in partner businesses.

2. For whom – Target group(s)

The second chance schools in France are considered as institutions under the general name of: *Établissement pour l'insertion dans l'emploi* (translated as institutions for integration into employment). As such, they are bodies that deal with the objective of social and occupational integration of young people aged 16-25. They are now jointly managed by the Ministry for Social Cohesion and by the Ministry of Labour. In these institutions - for young people heavily at risk of social exclusion and mostly early school dropouts - the approach is based on work related competencies. Preparation to active citizenship is a priority area.

3. Requirements and access

The commissioners are mainly the Local Outreach Office (*Mission locale*- a not-for profit organization sponsored by the state) and the Public Employment Service (*Pôle emploi*; formerly ANPE, *Agence nationale pour l'emploi*). The participants are formally interns of the French VET system and if registered and without a qualification they are remunerated (mostly between 300 and 410 Euros per month, with a maximum of 650 Euros).

4. Elements of good practice

The approach is participative, with a lot of group work and extracurricular activities. It is in this context that elements of citizenship are introduced. The diagnosis has been long made that the typical E2C participant needs not only basic education (French literacy, numeracy...) but also a sense of belonging and living together.

A tailored approach considering individual needs of the participant determines the nine months schedule. The time is organised so that participants are sent to an internship in the neighborhood. The first month is called the "bubbling" period whereby participants reflect on their wishes and objectives. In the end, every single participant has a different project, or set of projects. After two to four months, they make a decision regarding their occupational project and ought to focus on it.

One of the E2Cs carries out 400 projects per year and none of them is called

“citizenship”, but they all contain elements of citizenship, such as access to cultural goods (museum, opera), mobility and public transport or participating in events such as for example the International Film Festival.

5. Perceived challenges

Main challenges perceived are:

1. The mobilisation of companies to take interns from the second chance school is seen as a big challenge. Companies must be convinced by the school directors to give young people a chance. Because second chance is stigmatized, advocacy is part of the schools mission.
2. For lack of time, there is hardly any networking and exchange among the different second chance schools.
3. The certification of competencies awarded by the Second Chance Schools is not visible as a formally accepted qualification in the French system, so companies see themselves as ‘taking a risk’.

6. Testimonials

“I’m 28 years old and if I were in school today that would piss me off. I was forced to do it and so much the better. I used to get beaten up by my brother when I wasn’t there. Now I am with the ADPA association to help young people find their way around. We can do volunteer work.”

7. More Information

EduMAP project’s publications:

[Books and articles](#)

Academic publications that address key themes of the EduMAP project

[Deliverables and reports](#)

EduMAP’s official deliverables, related reports and publications

[Good practice cases](#)

Key features from 40 ‘good practice’ cases from 20 countries

[Working papers](#)

A selection of findings from desk and field research in 20 European countries

[Other resources](#)

Other types of resources made for the project (illustrations, comics etc.)