



# Atlantic Social Lab

Cooperation for the promotion of Social Innovation

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## ATLANTIC SOCIAL LAB STUDY VISIT REPORT - STUDY VISITS HELD IN GIJÓN

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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).



| <b>A. GENERAL INFORMATION</b> |   |
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| <b>Date</b>                   | 14 – 06 – 2022  |
| <b>Location:</b>              | Gijón   |
| <b>Name</b>                   | Second Chance School  |
| <b>Legal Status</b>           | Public Administration   |
| <b>Contact Details</b>        | Address: Agencia Local de Promoción Económica y Empleo (ALPEE)<br>Phone: (+34) 985181105<br>Email: <a href="mailto:escuelasegundaoportunidad.alpee@gijon.es">escuelasegundaoportunidad.alpee@gijon.es</a> |

| <b>B. SHORT DESCRIPTION</b>  |   |
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| <p><b>Objectives</b><br/><i>(identify the main goals of the project and target groups addressed)</i></p>                   | <p>The concept of Second Chance School did not arise by coincidence. It was taken from a report – DELORS – drawn up with the aim of determining the situation of young people in social exclusion in large urban centres. As a result of this research, large groups suffering from social exclusion were identified throughout Europe. There were several reasons that determined the need for action and motivated a proposal for a Second Chance School.</p> <p>The Second Chance Schools (E2O) provide young people between 14 to 25 years old, without employment or qualifications, with an original pedagogical model based on an 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 given to the most vulnerable individuals.</p> <p>In 2001, the Gijón City Council launched a Second Chance School project. In 2012 it became a department of the Local Agency and a public administration resource.</p> <p>The target group of this initiative are young people between 14 and 25 years that reside in Gijón and have been identified as struggling with specific learning or early career difficulties.</p> |
| <p><b>Methodology</b><br/><i>(identify the methodological principles, mode of operation and level of intervention)</i></p> | <p>Each person, preferably referred by a socio-educational resource, and always at their own request, can join the school's program whenever they wish.</p> <p>The school focus on non-formal education and innovative training through flexible and personalized curriculum that allow for educational continuity and a comprehensive follow up design to build upon basic and work skills. Priority is given to practical experience through a close link with the business world and a commitment characterised by networking.</p> <p>Students come to this school voluntarily on their own initiative or through referrals from social services, such as foster centres, immigrant associations or other NGOs.</p> <p>Each person is given an initial interview in which their goals are identified (e.g.: learn Spanish, prepare for high-school graduation exams, learn a profession, etc.). Following this interview, a tutor is assigned to each case and an individualized work plan and a flexible schedule suitable to the student's goals are prepared. The time spent in this school depends on the</p>  |

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|  | <p>cases and on the achievement of the objectives identified initially.</p> <p>At an organizational level, it should be noted that there is no specific enrolment period, and that the application process is always open. The school team is multidisciplinary and made up of social workers, psychologists, and teachers.</p> <p>Classes are small, with a maximum of 7 students, and the rooms are arranged to promote informal interaction.</p> |
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| <b>C. MAIN FINDINGS</b>   |  |
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| <p><b>Social Needs</b><br/><i>(identify the social needs the organisation intends to fill)</i></p>  | <p>This project seeks to fulfil a set of social needs, namely:</p> <ul style="list-style-type: none"> <li>- The social inclusion of the students that find themselves in situations of vulnerability, thus reducing the risk of exclusion and marginalization;</li> <li>- The development of social and professional skills;</li> <li>- The promotion of professional insertion of students;</li> <li>- Reducing precarious dropout rates;</li> <li>- Prevent marginalization;</li> <li>- Stimulating collaboration with private companies in order to prepare the students for the labour market;</li> <li>- Promoting health concerns, active citizenship, and independent living practices of students.</li> </ul>  |
| <p><b>Social Innovative Practices</b> <i>(identify the main social innovative practices developed and the extent to which the work developed responds to those needs)</i></p> | <p>It offers young people an educational framework through the launch of personalized educational itineraries with attractive, innovative, participatory, and inclusive pedagogical formulas that alternate training and work.</p> <p>Provides motivating experiences and flexible learning environments, modular and adapted to the student's specific needs.</p> <p>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 favours the return to the regular educational system and/or the transition of young people to the labour market, developing transversal competencies necessary for current professions, as well as skills and abilities required to the imparted professional training.</p> <p>Promotes obtaining the social and labour skills helpful to achieve better social insertion.</p> <p>Design proposals for the acquisition of key skills, starting with each student's needs, through the educational link, their responsibility with their</p> |

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|   | <p>situation and personal future.</p> <p>Promote the development of their students through the values of autonomy, fair-mindedness, tolerance, empathy, gender equality, environmental sensitivity, community participation and social inclusion.</p>  |
| <p><b>Collaboration and Networks</b> (<i>identify the main connections of the organisation</i>)</p> | <p>Intends to bring together the students with relevant actors from the business, education, academic, social sectors. Its actions are always developed in complementarity with national, regional, and municipal policies. The project relies on a community approach, cooperating with the rest of the entities and organizations of its surroundings, especially with community social services, directed towards the intervention with the young people, their development, concerns, future projects, etc., so that the collective action contributes to a more fruitful work. Among the activities developed in this project, it is worth mentioning the participation of young people from Gijón in the international meetings organised every year in different European countries, where more than 300 participants gathered for a week to live together, enjoy leisure time, and share experiences on how to cope with their situations.</p> |

#### D. MAIN CONSTRAINTS TO SUCCESS

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| <p><b>Challenges and Barriers</b> (<i>identify the main problems that the organisation faces: financial resources, human resources, networks, innovative environment...</i>)</p> | <p>The biggest challenges they face are inherent to the difficulties of the young people who seek them out, often with challenging pasts and fragile and vulnerable socioeconomic personal and family situations. This implies a concerted and interdisciplinary effort to focus on a set of soft-skills that allow their social inclusion.</p> <p>During the pandemic, the school had to suspend its activities, which resulted in a significant decrease in student participation and commitment to the project. They are currently developing strategies to re-attract more students.</p> |
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#### E. CONCLUSIONS

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| <p><b>Key Concluding Lines</b></p>                  | <p>To develop concrete and effective solutions to the problems of school dropout and youth unemployment; incorporate specific measures to ensure access for at risk youths or in a situation of social exclusion.</p> <p>Contribute at a local level to the national recognition of the Second Chance School model as an essential element in the fight against school dropout 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 43%.</p> |
| <p><b>Other information considered relevant</b></p> | <p>Nothing relevant to add.</p>   |

## Study Visit Photos



*Figure 1 – Second Chance School Main Hallway. The school has several rooms dedicated to different activities.*



*Figure 2 - Student artwork is displayed in the main hallway.*



*Figure 3 – Craft Room*



*Figure 4 – TIC Room*

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