



Marseilles' Second Chance School: a pilot project in full expansion

1. From the European Commission's proposal to Marseilles' initiative

In November 1995, in order to fight the increasing number of young people leaving school without any degree or qualification, the European Commission and all the Education Ministries of the 15 member states of the European Union, adopted Mrs. Edith Cresson's proposal (white paper) on education and training entitled: “*Enseigner et Apprendre. Vers une société cognitive*”. Although the European Commission has no competencies concerning education, this proposal presented the Second Chance system, as a pedagogical answer to school failure and social reinsertion. From early days, the City of Marseille offered to host **the first European pilot project**. The main idea was not to compete with regular national education systems, but to complete the existing systems (especially in France).

The primary objective of the system is to reintegrate young people, who leave the national school system without any degree or qualification, into the working systems (*world of training and employment*), and hence into society. This “negative exit” means that the system was unable to tackle their specificities or that they were unable to follow the traditional systems. Why and how do not matter: the concept is to find a solution to a widespread problem. As this problem is not specific, no guilt for past failure should be attributed to any national traditional schooling. The idea is to offer a new solution, completing existing measures.

The following figures may give an idea of what is at stake: each year in France, more than 150,000 young people leave the regular school system without any degree or qualification. In the City of Marseilles and its surroundings, this figure represents more than 4,000 young people per year.

This may explain the success of the concept in Europe and France. Second Chance Schools, organized in a network, are flourishing all over Europe. Though using different methods in order to promote social and economical insertion while respecting their local specificities, all the schools share the same ethos.

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Today, more than 50 European schools are functioning. In 2004, a French network was created gathering 24 E2Cs as well as ten ongoing projects.

The School in Marseilles was the first to open. In July 1995, the City of Marseilles offered to welcome the first European pilot project, in cooperation with all local authorities. Finally, the Second Chance School Marseilles (E2C) was inaugurated in November 1997 by Mr. Jacques Santer, former President of the European Commission. In April 1998, the Second Chance School of Marseilles (E2C) received its first 24 trainees.

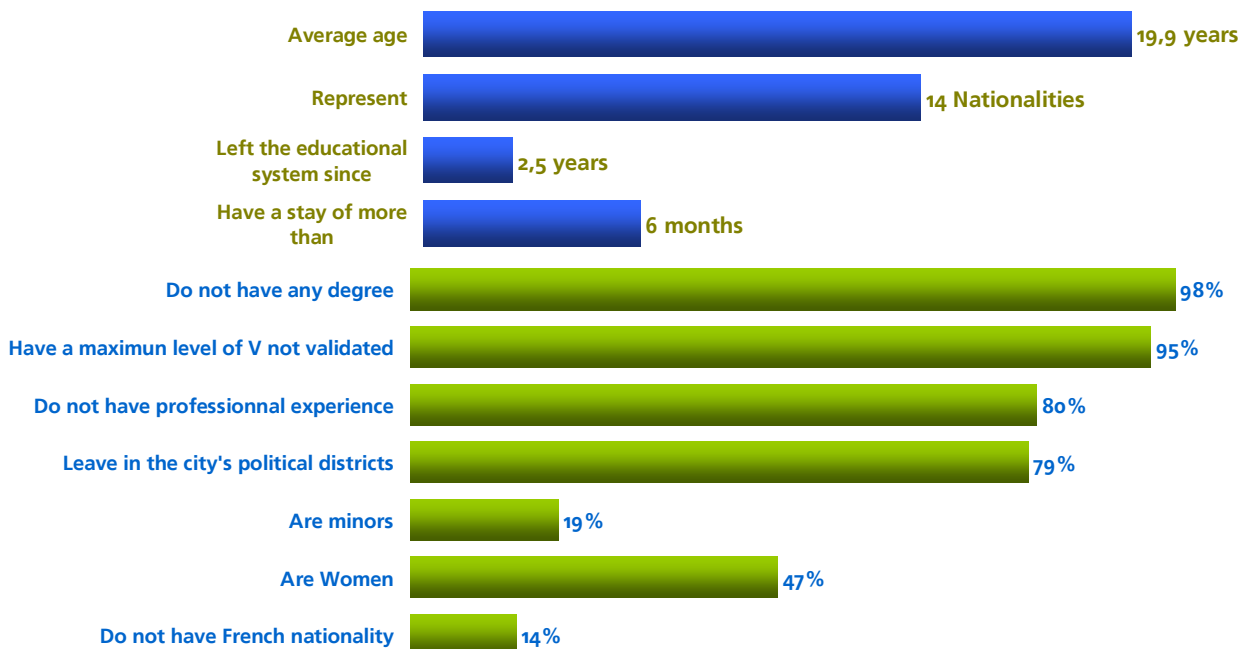
The Second Chance School of Marseilles is a non-profit organization (Association Française Loi 1901). Its operating budget is mainly guaranteed by the main local authorities:

- The French Government (since 2007)
- The Regional Council Provence-Alpes-Cote d'Azur,
- The General Council of des Bouches-du-Rhone,
- The Urban Community Marseilles-Provence-Métropole,
- The City of Marseilles
- The Marseilles-Provence Chamber of Commerce
- Private Funds (since 2007) through Philanthropy and Apprenticeship taxes

Structure of the operating budget is as follows: private funds roughly represent 10%, support from the French Government is about 8% and all local authorities cover up to 80% of the total.

There are some particularities in the Marseilles' system. The target of the “E2C” is young people aged between 18 and 25, who do not hold any degree or qualification and who have been out of the national school system for at least one year. Many of these young people live in social conditions close to poverty. All of them have a low level of basic skills although they possess potential skills and life experiences, which may provide them with a certain form of autonomy. These trainees have left the “regular” school for an average of almost 3 years. The average enrolment age is 20.

2009, E2C Trainees - Some characteristics

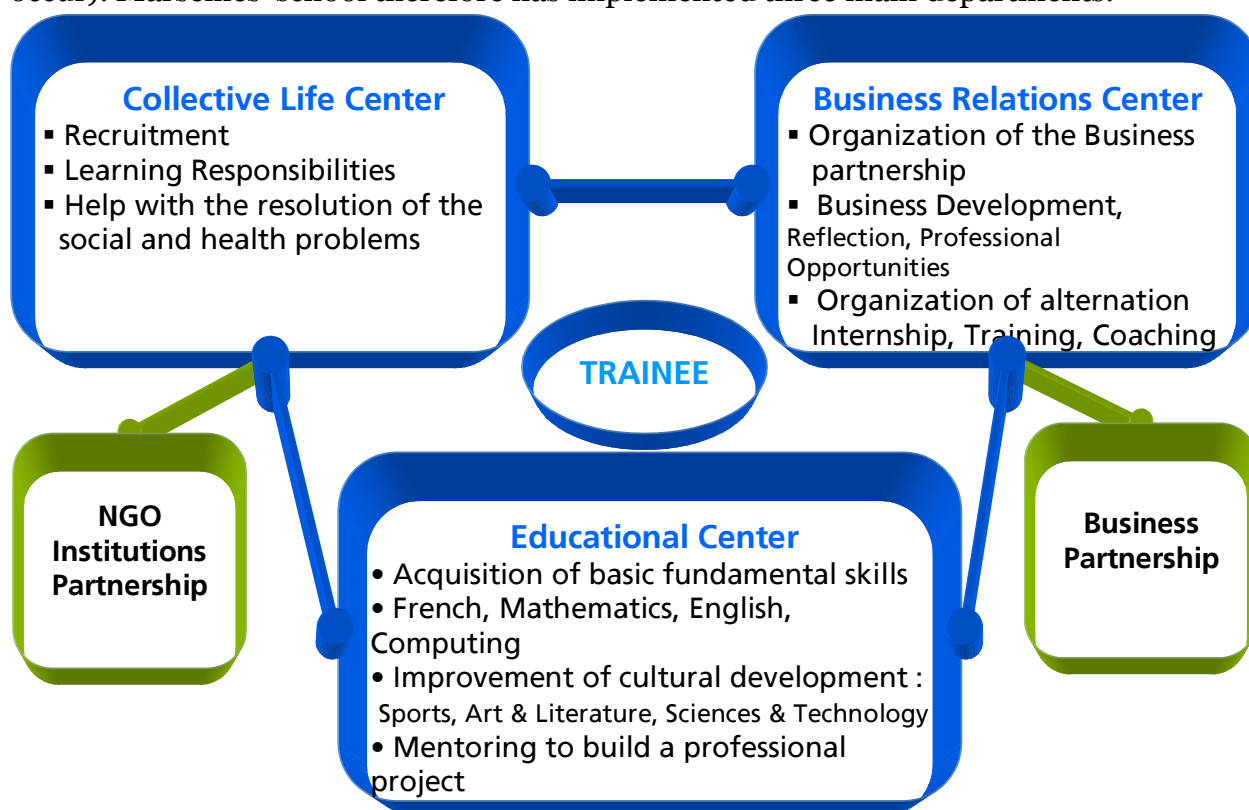


The main characteristic of this population is its heterogeneity. This heterogeneity justifies an individualized approach aiming at finding individualized answers.

2. The Marseilles E2C system: A Global Approach

In a few words, the method of the Marseilles' school is based on a global approach, that is to say training is not the only thing available to scholars along with individualized courses. Such an approach makes up a concept that goes largely beyond mere teaching.

Marseilles' Second Chance School's integrated approach takes into account not only basic skills and work experience, but also the different kinds of difficulties faced by its target group. From experience, we know that day-to-day problems such as housing, health disorders (severe sometimes), family troubles are obstacles that those young people have to face and that the system has to tackle (problems with the law may also occur). Marseilles' school therefore has implemented three main departments.



- The “**Collective Life Centre**” deals with any problem that young people may encounter, and works on the development of community skills: more precisely, social skills such as time management, consideration for others and civic behaviour. The idea is to bring back self-confidence and encourage trainees to adopt attitudes allowing a successful reintegration. It should not be forgotten that their initial failure put them outside the social sphere. They now need to learn the basic social know how.
- The “**Business Relations Centre**” in charge of establishing and maintaining links with enterprises which play a fundamental role. They offer job opportunities, and take an active part in accompanying young people into the job market. To reach such a target, each young person on work placement, is

“coached” by a “Tutor”. Tutors are seen as central pedagogical actors. This department also organizes events in the heart of the training process. To succeed, the "Business Department" develops partnerships with enterprises; more than 2000 companies are today genuine partners.

- The **Educational Centre** is in charge of knowledge transfer in regards to basic skills in Communication, Mathematics, English, Information Technology and Sports (see below).

Individualized training courses

The E2C provides the young person with a training program which alternates study times (flexible modules which enable the acquisition of basic skills, such as numeracy and literacy) and work experience (companies offer tutoring and in-house training positions). The training program also highlights the importance of enhancing self-esteem and self-confidence.

As the E2C’s target group is mainly made of dropouts (characterized by school failure), it is essential for E2C curricula and methods to differ greatly from the regular school system. Therefore, the E2C offers individual training paths tailored to meet the professional project of each trainee. The five main modules are flexible in order to enable trainees to learn at their own pace.

An individualized training course in order to emerge and validate a work project

Marseille’s Second Chance School: Typical Training Course

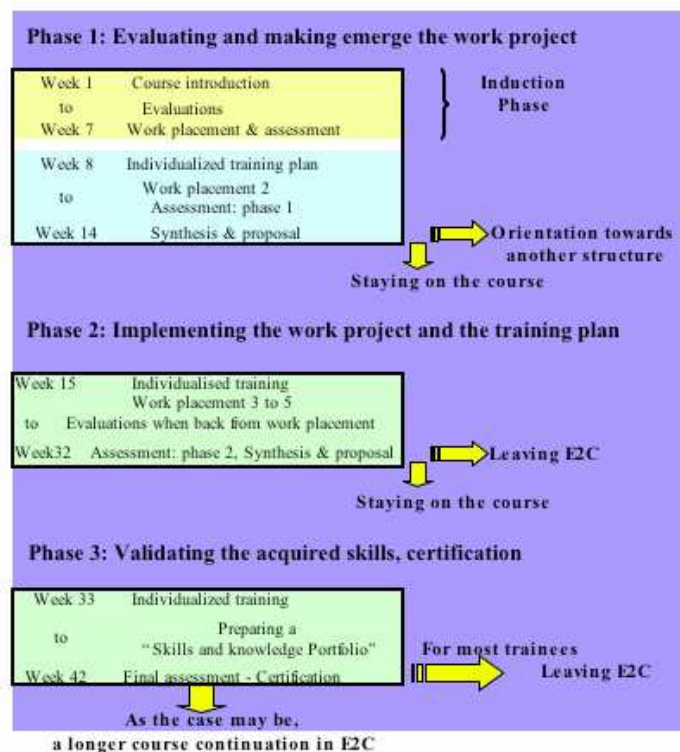
•An individualized training course in order to make a work project emerge and be validated

A training enabling each trainee to

- ✓ **learn and grow at his/her own pace**
- ✓ **acquire**
- ✓ **professional skills**
- ✓ **pedagogical knowledge**

Pedagogical objective:

Enabling each trainee to leave our school having reached at least Level 1 of the E2C’s certification



The teaching modules are: communication skills (French writing and reading skills), English, logic and mathematics, sports and information technology. Teaching methods and curricula focus on each individual's needs and abilities, and stimulate active learning. The main goal is to develop each student's potential, rather than reach an average target.

The E2C's teachers are not only teachers, but also "*mentors*" who coach and guide young people throughout their training in Marseilles' Second Chance School. They also follow the young people up to a year after they leave the E2C. In the Marseilles' school, each young adult benefits from an individual mentor.

The main idea is that, due to the particularities of the young adult, the whole system has to go well beyond simple teaching. First, as it has already been underlined, the young persons have encountered strong failures in their life, despite of their young age: in average, they have been outside the regular schooling system for three years. During this time, it clearly appears that they have not only lost on training and knowledge, but also in self-esteem and self-confidence. It is therefore very important to tackle all these different dimensions to try to offer young people a solution.

In order to take advantage of all the potential skills these young adults may have, the school sets up various projects. These may range from drama, to making documentaries, or writing articles for the school's newsletter. The trainees may choose their area of interest and propose ideas for future projects. Once a week, the trainees select a project and are involved in its realization.

3. Main Achievements in Marseilles Second Chance School

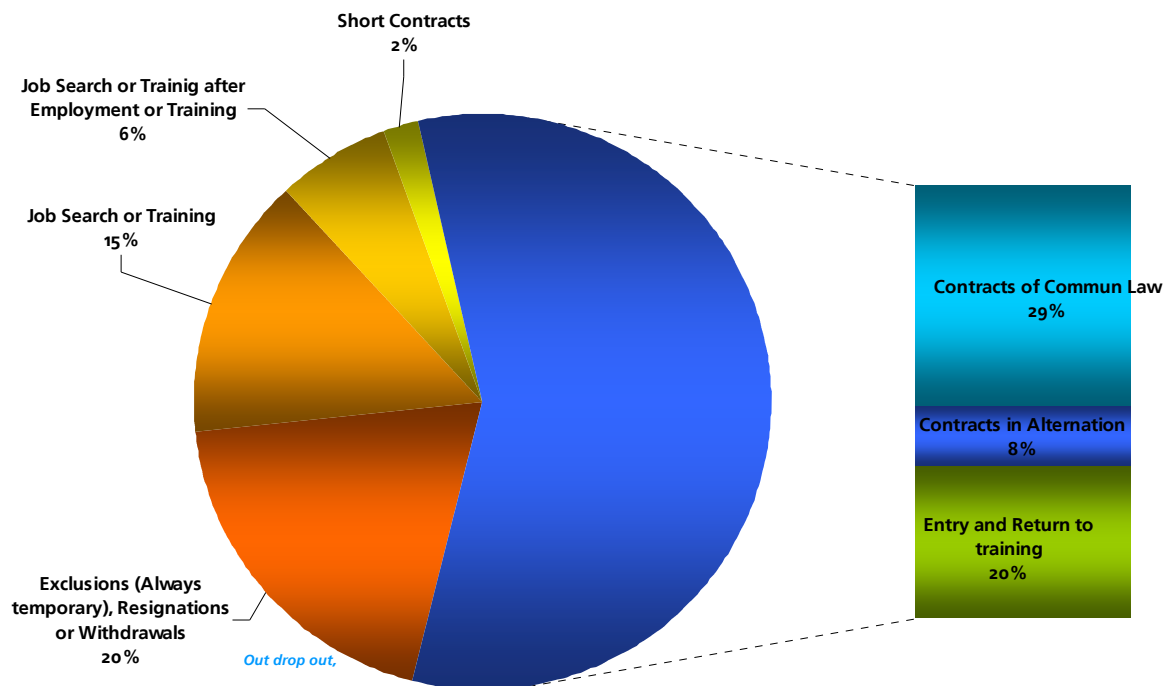
Marseilles' Second Chance School welcomes and works with roughly 600/630 trainees each year. Since 1998 more than 4,000 young adults leave Marseilles' Second Chance School where they have benefited from a period of training. Sixty percent of the trainees leave the training program successfully.

- Temporary and permanent labour contracts in various kinds of enterprises and for more than 150 jobs.
- Different kinds of apprenticeship training contracts where trainees share their time between training in a training centre and work in an enterprise as employees.
- Back to the traditional school and training system in order to acquire the vocational "know how" and even a degree without which it will be impossible for young people to obtain an employment contract.
- Resignation: mainly due to personal matters (moving, weddings, arrests, not ready for training....).
- School expulsions: excessive violence is forbidden
- Without prospects of short-term employment: including those who disappear at the end of the training period delivered by the SCS.

Consolidated Results E2C Marseilles 1998-2009

58% positive outcome over ten years
66% access to employment or training

58% positive outcome over ten years
66% access to employment or training



Excluding term suspensions for major force (sickness, maternity, moving, death, incarceration, therapeutically reorientation ...), approximately 19% of total

Despite the fact that this figure may be considered a success, Marseilles' Second Chance School wishes to improve. Our aim today is to lower the rate of young people who leave our school still looking for employment or further training. We must also deal with the suspensions, as well as the resignation.

4. An innovative training platform and an original territorial organization: EDA-E2C

Given the experience gained over 10 years, in training and coaching of a public facing exclusion, the Second Chance School of Marseilles had developed a project of training or mixed training, which combines diverse teaching methods; alternating training sequences using computer tools, and face to face training in the main site. The EDA-E2C platform notably allows the teachers responsible of the trainees, to benefit from the organized contents following a homogeneous educational progression, while using sophisticated computerized monitoring techniques.

PRINCIPLE

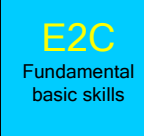
In order to spread its activities and fight exclusion on a larger scale, Marseilles' School has developed a daring teaching concept called: "EDA-E2C", and implemented in partnership with IBM, a training platform. This platform was "conceived" while respecting the same global approach which is responsible for the success of the school.

The EDA-E2C platform offers each trainee to acquire a foundation of basic skills (to read, to write, to count, to reason and to express itself ...) and thus to accredit their acquired skills. To this date, our core skills base consists of three disciplines: French, mathematics and computers. The first level targeted for French and mathematics, one that could be validated by the National Education, is the General Formation Certificate (CFG). Regarding the computer learning, it is the computer science and internet (B2i) elementary level and middle school level, which is also validated by the national education. In a logic of fight against exclusion and to validate already acquired skills, other levels (CAP, BAC Pro) will be developed later.

The educational approach of the EDA-E2C platform follows a progression and evaluation system under the form of belts, starting with the white belt or Dan 1, which is the beginners' level, to the black belt, which corresponds to the vocational training level. These belts allows the trainee to position and to auto evaluate his/her progression throughout the course.

The system of the belts

Education Level (ISCED)	Belt	Mathematics	English		French				Computing				
			Oral	Writing	Oral		Written		Computing		Internet		
		D°			Listen	Speak	Comp.	Writing	ENV.	Formatting	Navigation	Messaging	
Level 3 - Upper Secondary Education Second stage	Red	4											
		3											
		2											
		1											
Level 3C - Upper Secondary Education First Stage	Black	4	4	4	2	2	2	3	2	3	2	2	
		3	3	3				2	2	2	2	2	
		2	2	2	1	1	1	1	1	1	1	1	
		1	1	1									
Level 3C - Upper Secondary Education First Stage	Brown	4	4	4	2	2	2	3	2	4	2	2	
		3	3	3				2	3	3	2	2	
		2	2	2	1	1	1	1	2	2	1	1	
		1	1	1					1	1	1	1	
Level 2 Lower secondary or second stage of basic education	Blue	4	4	4	2	2	2	3	1	4	1	1	
		3	3	3				2	2	3	2	2	
		2	2	2	1	1	1	1	1	2	1	1	
		1	1	1						1	1	1	
Level 1 Primary education or first stage of basic education	Green	4	4	4	2	3	2	3	3	6	2	2	
		3	3	3				2	2	5			
		2	2	2				2	2	4			
										3			
Level 1 Primary education or first stage of basic education	Orange	1	1	1	1	1	1	1	1	2	1	1	
		4	4	4	3	3	3	3	3	3	2	2	
		3	3	3				2	2	2	2	2	
		2	2	2	2	2	1	1	1	1	1	1	
No well defined level	Yellow	4	4	4	3	3	3	3	4	4	3	2	
		3	3	3	2	2	2	2	3	3	2		
		2	2	2				2	2	2			
		1	1	1	1	1	1	1	1	1	1	1	
No well defined level	White	4	4	4	3	3	3	3	3				
		3	3	3	2	2	2	2	2				
		2	2	2				2	2				
		1	1	1	1	1	1	1	1				



In the framework of the EDA-E2C formation, the teacher defines a personalized course which must follow each trainee. For example, if the result of the evaluation shows that the trainee has the skills of the white belt in mathematics, he can start the course on the yellow belt, and this applies to all subjects. When the teacher estimates that the skills have been acquired, the trainee performs other tasks to reach other skills.

The content uses sounds and texts designed to cover every day's life situations: for instance: some French lessons (trainees' native language) consist in applying for a passport, finding a job, moving, ordering diner etc. Even in mathematics: writing a check, reading a map, managing a budget...

Information technology and computer lessons are all organized around three steps:

- First step: “**Show me**”, the computer shows how to operate,
- Second step: “**Guide me**”, where the trainee operates while the computer offers a correction after each operation,
- Third step: “**Let me**”, a different exercise on the same skill learned during the lesson.

Other lessons are dedicated to job searching.

EDA-E2C platform (more than **one hundred** lessons) is totally individualized: in each module, each trainee, follows his/her own progress at his/her own pace and at the end of each lesson, benefits from a report, explaining why he/she can or cannot “**click**” to the next lesson.

The other main characteristic and interest of this regionalization model is to keep in mind the target group's specificities. Since young adults need to be “monitored” and constantly be given positive feedback to improve their self-confidence, the decentralization and computerizing of the training should only be partial. Time has to be dedicated to collective events or to the handling of the trainee's daily problems as well as the communication with monitors and tutors.

Today, the School functions with 3 branches, in network with the E2C's headquarters:

- Each branch receives 30 trainees, divided in three groups of ten and following E2C courses during an average of 9 months,
- In each branch, there is one monitor for each group of 10 trainees.
- Each trainee spends:
 - 2.5 days of training per week in the E2C branches using the individualized teaching platform EDA-E2C.
 - 2.5 days of training per week in Saint-Louis, E2C's headquarters, in order:
 1. To define the professional project and to organize work placements with the help of the Business Center;
 2. To follow the progression with the Pedagogical teams;
 3. To manage the peripheral problems with the Collective Life;
 4. To take part in community activities (sports, educational projects, Association Destination Chance...).

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