

GOOD PRACTICE DESCRIPTION

Name of the good practice

Escola de Segunda Oportunidade de Matosinhos

GENERAL INFORMATION

Country	Place (town, village, region)
PORTUGAL	Matosinhos, North Portugal
Name of the Institution	Type of institution
AE2O - Association for 2nd Chance Education	Second Chance School
Sector and Level of education according to ISCED (if applicable)	
ISCED 1 and 2	
Target Group	Stage of implementation
Young early leavers from education and training, with low qualifications, unemployed and at risk of social exclusion, from 15 to 25 years old	Ongoing since 2008

A brief background of good practice

AE2O (Association for Second Chance Education) is a non profit, non governmental organization, whose aim is to promote second chance education, working especially with vulnerable young people. It runs Escola de Segunda Oportunidade de Matosinhos, a pilot project that started in 2008, a partnership with the Municipality of Matosinhos and the Ministry of Education, for many years the only second chance school in the country, member of the European network of second chance schools (E2C-Europe). The school addresses early leaving from education and training and social exclusion of young people that are a serious social problem in Portugal, even if the situation has been improving in recent years, The schools offers every year to around 70 disfavoured young people a new chance of training suitable to their needs and interests. it seeks the active involvement of local socio-educational agents in a broad partnership and in a collective effort to combat early leaving and social exclusion of young people.



Good practice description (aim and objectives; provided services – activities, approaches, methods)

Second Chance School Matosinhos (E2OM) works for the social inclusion of vulnerable young people, facilitating the transition from dropout situation to a successful integration in new training schemes, employment and citizenship. E2OM is a socio-educational provision addressing, full-time, young early leavers, with low qualifications, low-skilled, unemployed and at risk of social exclusion, creating conditions for the development of their processes of individual structuring, intervening in several relevant areas of the life of these young people - family integration, health, economic support, housing, drug abuse, justice, employment. The school has 70 student places lasting one year, which can begin at any point in the year. Building up a portfolio of work leads to sixth or ninth grade school certification. The school's follows an holistic pedagogical approach through a "dynamic connection and combination between subjects". The students develop their own Individual Training Plans, combining vocational, artistic, school and personal and social skills. Personal and social education is developed in a cross cutting way through different media, in response to issues that arise within a group, individual or family setting. The school offers a positive environment and an arts based curriculum which attracts the attendance of these young people and encourages their learning, engaging with the realities of their lives accepting them as human beings with a potential to be developed. The training is organized in flexible workshops, throughout the day, in a similar schedule as a working place. All young people attending the school are integrated in pathways of academic and vocational certification. The intervention of E2OM is developed in four core areas: vocational training, art training, personal and social development, and 6 and 9 grade school certification.

Results (developed skills and attitudes; good practice's impact on the participants' life, professional realization, health, self-confidence, motivation to learn, etc.).

Evidence of effectiveness of the practice

Along 14 years of daily work, 856 young people attended the school, 63% boys, 37% girls and 794 young people were integrated in certification pathways. 62% of the young people completed their school certification of 6th or 9th grade. 15% didn't complete the program and 9% follow to employment or continuing training. The positive exit of young people that attended the school is 77%, meaning that the experience of the school had a positive impact in their life.

Factors and conditions for the successful implementation of the good practice

Evaluation of the practice

A series of evaluation of the measure has been conducted, along the years. The school was first part of the international report, Educación Emocional y Social - Análisis Internacional, of Fundación Marcelino Botín, Barcelona, in 2011 and then included as a case study in the 2013 'Preventing Early School Leaving in Europe – Lessons Learned from Second Chance Education' study on second chance education. In 2015, was identified as a good practice in Eurydice and Cedefop Report "Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures, and later included on the VET tool kit of CEDEFOP, the EU agency for vocational training. All these studies focused on success factors and gathered monitoring data, including fact-finding visits and qualitative interviews with students, teachers, management and support staff. Also, many Bachelors, Masters, PHD and Post graduation studies in Sociology, Educational Sciences, Social Education, Music Therapy and Visual Arts, have been conducted along the years by researchers having as object the Second Chance School of Matosinhos.

Some of the more significant national and international studies and reports are:
1) International report, Educación Emocional y Social - Análisis Internacional, Fundación Marcelino Botín, Barcelona, 2011

URL1: <http://pt.slideshare.net/plataformabotin/social-and-emotional-education-international-analysis-2011>

URL2:

https://www.youtube.com/watch?v=KBTij0nH9Mg&list=PL5E894DBBE7089454&index=61&feature=plpp_video

2) Day, L. et al. (2013). Preventing Early School Leaving in Europe – Lessons Learned from Second Chance Education, ECORYS for the European Commission.

URL: <http://bookshop.europa.eu/en/preventing-early-school-leaving-in-europe-pbNC0313487/>

3) Relatório Final do Projeto Combate ao Abandono Escolar Precoce: Políticas e Práticas (POAT/FSE), CIES-IUL (pag. 155-157), October 2014.

URL: https://www.researchgate.net/publication/272085462_Combate_ao_Abandono_escolar_Precece_politicas_e_praticas_sumario_executivo_Projeto_POAT_358402011

4) Cultura, formação e cidadania, Centro de Estudos Sociais da Universidade de Coimbra, coord. Professor Carlos Fortuna, GEPAC, 2014

URL: <http://www.gepac.gov.pt/cultura-2020.aspx?v=ef8cdefd-1b59-48cb-bbac-dc7b0fd22823>

5) 1st Prize European Consortium project ESSE (Early-school leaving and second chance education) best European practice in second chance education, in the category of compensation, included in ESSE Observatory (www.esseobservatory.eu), for dissemination of good practices, Malta, October 2014

URL: <https://www.facebook.com/theesseproject/photos/a.6541574444664386/72467478094>

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- 6) “Tackling Early Leaving from Education and Training in Europe: Strategies, Policies and Measures, Eurydice and Cedefop Report 2015”
URL: <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5558>
- 7) "Leaving education early: putting vocational education and training centre stage", CEDEFOP 2016.
URL: <http://www.cedefop.europa.eu/en/publications-and-resources/publications/5558>
- 8) Awards Manuel António da Mota 2017 - <http://premiomam.mota-engil.pt/>
- 9) Special number (n° 50) of the magazine “Educação Sociedade e Culturas”, CIIE/FPCEUP, dedicated to project LINK, that E2OM was partner, 13 November 2017, 2017
- 10) E2OM project is described in the publication of the Council of Europe “T-KIT 8 - Social inclusion”, 2017
- 11) Matos, R., Martins, F., Carneiro, A., Campos, L., Ribeiro, L., & Negrão M., Young people with paths of psychosocial risk and deviant behaviour (case study report). Porto: CEDH – Research Centre for Human Development, Universidade Católica Portuguesa, 2018
- 12) “A Escola de Segunda Oportunidade de Matosinhos –uma iniciativa social fundadora de uma nova política pública para a redução do abandono precoce”, Congresso “50 anos depois da Pedagogia do Oprimido”, an initiative of Instituto Paulo Freire and FPCEUP, 12 July 2018;
- 13) “Comparative Perspectives on Early School Leaving in the European Union”, Lore Van Praag, Ward Nouwen, Rut Van Caudenberg, Noel Glycq, Christiane Timmerman, chapter 3 “Shaping the policies towards early school leaving in Portugal, Sweden and Poland”, Helena C. Araújo, Eunice Macedo, Alireza Behtoui, Hanna Tomaszewska-Pękała, Paulina Marchlik, Anna Wrona, Cristina Rocha, London, ed. Routledge, March 2018;
- 14) “How can a second chance school support young adults’ transition back to education?”, Eunice Macedo, Sofia A. Santos, Helena C. Araújo, European Journal of Education, Research, Development and Policy, October 2018;
- 15) Report for external impact evaluation, Escola de Segunda Oportunidade de Matosinhos, COATL and Universidade Católica Portuguesa, July 2019
- 16) A Escola de Segunda Oportunidade de Matosinhos: jovens em abandono precoce e em risco de exclusão social, Luís Mesquita & Poliksena Hardalova, Estado da Educação 2018, ed. 2019, Conselho Nacional de Educação.

Resources

The school is supported by a partnership that includes NGO AE2O that is the promoter and manager of the initiative, the Ministry of Education, the Municipality of Matosinhos and the local Employment services. All the partners participate with financial and human resources. In total, 20 professional staff work in the school, some of them not full time, and every year there is a number of 6-8 non payed staff, either volunteers, either internships and university students that collaborate, not every day but on a regular basis. More than 90% of the financial resources are public coming from the participation of the

partners and also from applications to national and international funding programs, namely Erasmus +. The Ministry of Education contributes with more than half of the budget, and the Municipality of Matosinhos with around 25%, being also responsible for all the costs with the premises.

Images, Videos, other documentation

2020-21

- <https://www.publico.pt/2021/06/13/local/noticia/escolas-segunda-oportunidade-querem-diferentes-1966255>
- <https://www.publico.pt/2021/06/09/local/noticia/escola-combate-abandono-escolar-vai-instalacoes-renovadas-1965922>
- <https://www.jn.pt/local/noticias/porto/matosinhos/a-peca-de-teatro-que-e-uma-viagem-para-os-alunos-13821537.html>
- <https://www.dnoticias.pt/2021/9/24/278544-centena-e-meia-de-pessoas-marcham-pelo-clima-e-contra-as-desigualdades-no-porto/#>
- <https://rr.sapo.pt/noticia/pais/2020/12/21/educacao-abandono-escolar-baixou-mas-jovens-gostam-pouco-da-escola/219377/>
- <https://www.lisboa.pt/agenda/o-que-fazer/detalhe/1577/3o-encontro-nacional-de-iniciativas-de-educacao-de-segunda-oportunidade?cHash=ec95cc1e08d735e8ea5cb9e091c8da09>
- <http://www.arlindovsky.net/2021/06/porque-os-jovens-precisam-de-uma-2a-3a-4a-5a-oportunidade-e-por-ai-adiante/>
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- <https://noticias.up.pt/fpceup-une-se-a-educacao-de-segunda-oportunidade/>

2019-20

- <https://visao.sapo.pt/jornaldeletras/ideiasjl/2020-02-27-as-escolas-de-segunda-oportunidade/?fbclid=IwAR0DRvd7l6ZGzYJgLLWo9NorqjXeg-oHAqC6KJp2tO6X8T6nYmqNsi6AiV2l>
- https://www.youtube.com/watch?v=ABBpH3sd7nY&feature=youtu.be&fbclid=IwAR3K_il7Vsi6R-bdToCwGYOWEzjf8kTjMwK0PiZz_KmaBa34uMlccX7NscY
- <https://www.jn.pt/local/especial-patrocinado/videos/alunos-de-valongo-tem-segunda-oportunidade-na-educacao--11623443.html?fbclid=IwAR0x0dck1ubiwsbnvdidqinhnmrpariyuvat0rxhrynyz-gyy0wfxriwkn4>
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- <https://sociedadejusta.pt/desenvolvimento-comunitario/segunda-oportunidade-escolar-para-jovens-em-pre-exclusao/>
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- <https://www.youtube.com/watch?v=AarO60OlyzA&list=PLIGuxi-18c-WsNF0LFagMvMYMu58cjGqy&index=23>

2018-19

- <https://www.catorze.cat/noticia/11678/escola/segunda/oportunidade?fbclid=IwAR1lgD87AS-L16FVuegUu3msZokF42crR15MtaSppzRuouia9VtBeGBCfxo>
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- <https://www.bnt.bg/bg/a/vinovni-li-sa-detsata-ni-che-ne-obichat-uchilishcheto-22022019?fbclid=IwAR0PZmGfb8BGi1beeopIC46DIsOYzgSyfgUKe8aFbEdwOVYHA2o5Qs q9F8Y> (from minute 11 to minute 20)
- https://www.jn.pt/nacional/interior/rebeliao-estudantil-avisa-governo-que-nao-ha-planeta-b-10683448.html?fbclid=IwAR0VohSUo78CMepJMshAhm4Tw384OCGIBMg0hfcU22A4h12xs1H0uzW_RNY
- <https://vimeo.com/187968739?ref=fb-share&1&fbclid=IwAR2s7R3IJCoIRMOzUXBasYTOm%20B0N118hI37tyAYuj4iciprZqBOwoM0TqDM>
- <https://jpn.up.pt/2019/04/23/nesta-escola-de-matosinhos-o-trabalho-e-pensado-em-funcao-de-cada-aluno/?fbclid=IwAR1HuBqn0vtfhqJ5Tp0ywy76BkYugO2xjtTMyAhoWk4MikTjDs-floAgFs>
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2017-18

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- <https://bnt2.bnt.bg/bg/a/blgariya-2100-08022018> (starting at 27:20)
- <https://www.bnt.bg/bg/a/initsiativi-za-vvrshchane-na-detsata-v-uchilishche>
- <https://www.facebook.com/watch/?v=1973457492673193>
- <https://www.youtube.com/watch?v=bGb9UTCgViE>
- <https://24.sapo.pt/atualidade/artigos/escolas-de-segunda-oportunidade-tambem-servem-para-ensinar-alunos-a-comportar-se>
- <https://www.e2oespana.org/en-matosinhos-portugal-las-redes-nacionales-abren-nuevas-oportunidades-para-las-e2o/>
- <https://www.youtube.com/watch?v=Mkln3q2FezY&list=PLIGuxi-18c-WsNF0LFagMvMYMu58cjGqy&index=11&t=6s>

2016-17

- <https://www.rtp.pt/play/p3028/e289929/portugal-em-direto/576998> (starting at 10:05)
- - https://www.rtp.pt/noticias/pais/unica-escola-do-pais-que-da-segunda-oportunidade-fica-em-matosinhos_v1003079
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2015-16

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2014-15

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2008-13

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- <https://www.youtube.com/watch?v=U3BPc5IIYF4>
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