S2CENE – Strengthening Second Chance Networks in Europe

WP2 - Second Chance Schools

D2.2 Second Chance Schools Accreditation Model

STRENGTHENING SECOND CHANCE NETWORKS IN EUROPE

Contents

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1. PRINCIPLES OF THE ACCREDITATION MODEL

To become an Accredited SCS, a training center must go through certification process, which must be based in the following principles:

- **Public Measure**
- **Partnerships**
- **Social and Educational Measure**
- **Quality and Differentiated Training Offer**
- **Autonomy**
- **Public Funding**
- **Private Sector Cooperation**
- **Post-Training Support**
- **Accreditation**
- **Networking**

2. GOALS OF THE ACCREDITATION

SCSs should be subject to an accreditation process, developed within the scope of the national network of second chance schools, pledging to respect the criteria of the accreditation system that will be duly monitored.

The main goals for this accreditation are:

1) **to frame the training offer within national legal framework coherent with SCE;**
2) **to assure a correspondence between the training offer and the conceptual and methodological framework of SCE;**
3) **to define the qualified and competent profile of educators;**
4) **to provide clear recommendation for continuous assessment and improvement within the mentioned frameworks;**
5) **to ensure that procedures and practices are in accordance with a specific quality benchmark for training and that the certified entity has access to public funding programs, national or from the community, for the training offer.**

3. KEY-CONCEPTS RELATED TO SECOND CHANCE SCHOOLS ACCREDITATION MODEL

SCSs are autonomous centers, supported by partnerships.

The management of a SCS is assumed by one of the partners, which may be public or non-public.

SCSs have pedagogical and organizational autonomy, essential to ensure their own way of functioning and their mission, namely their own direction and autonomous pedagogical management.

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A SCS is a democratic organization, with its own management and coordination bodies and a School Assembly that guarantees the democratic participation of the entire educational community.

SCSs promote the insertion of their trainees into active life and their professional integration, accompanying the transition of their students to further training courses and employment, performing the monitoring of young people up to two years after leaving SCS Program. They keep up-to-date information on their subsequent professional and training paths and make this information available, when requested, to the Ministry of Education and other partners.

Young people attending SCSs benefit from the same status, social protection and remuneration of the professional courses, with scholarships and incentives being granted to trainees, under conditions to be determined by the Government.

4. ORGANISATIONS AND STRUCTURES RESPONSIBLE FOR THE ACCREDITATION OF SECOND CHANCE SCHOOLS

This accreditation model is to be adopted within SCSs National Networks, as a common structure of regulations to be followed by second chance schools and initiatives.

5. ORGANISATIONS THAT CAN BENEFIT FROM THE ACCREDITATION

Any organization prepared to function as a SCS or initiative, meaning, a cross-sector and interinstitutional social and educational provision, involving employment, justice, social security, health, housing sectors, and other institutional actors beyond the Ministry of Education – municipalities, Employment services and other relevant local actors active in the field of youth qualification, including companies, developing in close cooperation between public and private entities, capitalizing on available structures and resources.

Organizations willing to promote the articulation, on one hand, between school education and professional training and, on the other, between school organizations and economic, professional, associative, social and cultural institutions, in a collaboration formalized by a partnership where the contribution of the different partners is identified and valued.

SCSs welcome young people from 15 to 25 years old, early leavers, unemployed and in risk of social exclusion.

The enrolment process is conducted by the school technical team, carried out through a set of face-to-face procedures (interviews with young people, families and institutions supporting young people), which outlines the profile of the candidates and verify the existence or not of conditions for their attendance at a SCS.

The SCSs' professional team is a multidisciplinary team composed by teachers placed by the Ministry of Education, vocational trainers, artists, psychologists and social educators, youth and community mediators, operational and administrative assistants, security and maintenance.

It is necessary to ensure that these professionals have an adequate technical and pedagogical profile, preferably with previous work experience with identical target groups and socio-educational provisions.

6. PROCESS OF ACCREDITATION AND SPECIFIC REQUIREMENTS

To join become a SCS, an entity must follow the following steps

1. Comply with the previous mentioned dimensions.

2. Express the interest in becoming a SCS to the National Network.

3. Present a declaration subscribing the principles here presented.

4. Receive a visit from the National Network who will carry out a first analysis of the coincidence with the characteristics and principles of the training center with SCE.

5. Provide the requested documentation to support the Accreditation Process.

6. Be approved by the National Network.

7. RESPONSIBILITIES OF ACCREDITED ORGANISATIONS

Accredited SCSs must provide training programs clearly distinguishable from the existing provisions.

All young people attending SCSs are included in school certification courses, based on the official curricular regulations but with the necessary adaptations.

These training courses are organized in flexible modules adjusted to the particular needs and interests of each young person and developed through individual training plans, starting with an initial balance of skills that positions the trainees.

The training promotes basic literacy, personal and social development and citizenship, professional and technological skills, artistic expressions and sports. Includes experiences and internships in work contexts.

Additionally, accredited SCSs are responsible for ensuring:

:: the quality of the training provided;

:: the compliance with state educational standards as well as SCE standards;

:: a plan of its activity to provide services that meet the needs of its users;

:: the completion of the training projects that it defines, in accordance with the pedagogical and organizational conditions provided;

:: the qualified human resources with the appropriate technical and pedagogical skills to the training projects;

:: permanent articulation between its training team, trainees and customers;

:: adequate spaces and equipment with the appropriate characteristics for training projects and their recipients;

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:: permanent assistance to trainees, trainers and other agents, whenever directing its training offer to the general public;

:: the dissemination of its training based on clear and unambiguous information;

:: the issuing of training certificates in accordance with current country legislation;

:: the existance if a regulation for the functioning of training, knowledge of trainees, trainers and other agents involved;

:: the overall monitoring and evaluation of the training process and of trainees and trainers;

:: the systematic assessment and review of the way it delivers its training services and introduce the necessary improvements to raise its quality;

:: the maintenance of a conduct guided by ethical principles and equality and correctness in the treatment of all agents involved in the training and respect the legal rules that regulate its activity and comply with the obligations that it contractually undertakes with third parties;

:: the effective management of complaints received, in accordance with applicable law, using them as an opportunity for improvement.

All in all, the main responsibility is to keep the quality of the corresponding offer always at a high level, guaranteeing, in particular, the excellent performance in the service they offer. The level of performance must be ensured from the point of view of the development of users' skills, the use of human resources and financial convenience, taking care of the principles in the daily work.

They are responsibles of the E2C brand, and the image of the schools in front of their trainees and partners. They have to respect the labelling process, (e.g. to use one of the two information systems accepted by the national network, to include companies in the dispositive, to ensure a strong accompaniment of the trainees, ...)

8. DISSEMINATION OF THE ACCREDITATION

National Networks play a key role in the dissemination of the accreditation, by sharing information with its members and potential training centers.

It should be disseminated in the networks' websites, within seminars or conferences, annual meetings, amongst other.

The accredited SCSs themselves have a role in disseminating the accreditation, namely every time they are accredited or the accreditation is renewed and they announce it.

9. MONITORING AND QUALITY ASSURANCE TO MAINTAIN THE ACCREDITATION

SCSs must be integrated in a legal framework, which may differ from country to country, but regulates, in particular, the objective of this measure and the target audience.

SCSs must be developed as a national subsystem, with a dynamic national and transnational cooperation, participating in common actions of mobility and exchange of young people and

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training of professionals, as an important contribution to the qualification of their educational provisions.

The monitoring of the Accreditation must be implemented by the National Networks and through a peer approach, with direct monitoring of the corresponding dimensions of this process.

The monitoring should take place through the compilation of evaluation forms, interviews and direct observation on the progress of work, also involving teacher trainings, trainings for SCS leaders, cooperation with other SC schools.

The SCSs staff should be trained on the model and its standards.

After the initial accreditation, the SCS must ensure, at all times, that its structure and training practices are in accordance with the certification requirements and the fulfillment of the duties associated with this recognition.

Each SCS should have an accreditation responsible.

The Accreditation should be renewed.

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