



European Network of  
**INNOVATION  
FOR INCLUSION**

# **GUIDE FOR GOOD PRACTICE IMPLEMENTATION**

## **TECHNOLOGICAL SECOND CHANCE SCHOOL**



**ACTION  
AGAINST  
HUNGER**



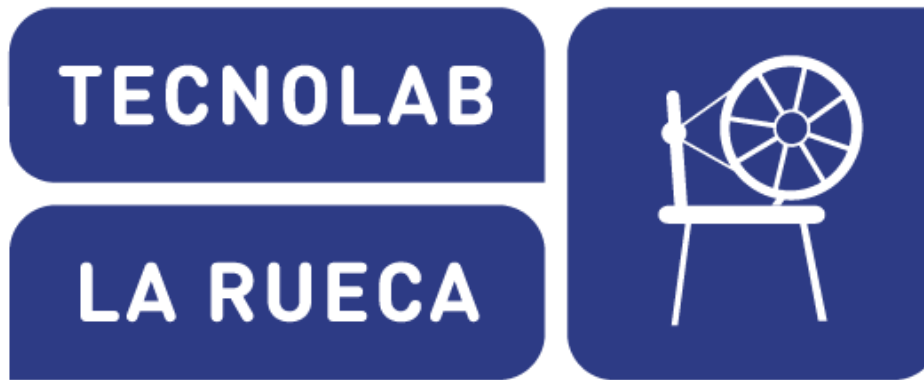
GOBIERNO  
DE ESPAÑA

MINISTERIO  
DE SANIDAD, CONSUMO  
Y BIENESTAR SOCIAL

SECRETARÍA DE ESTADO  
DE SERVICIOS SOCIALES



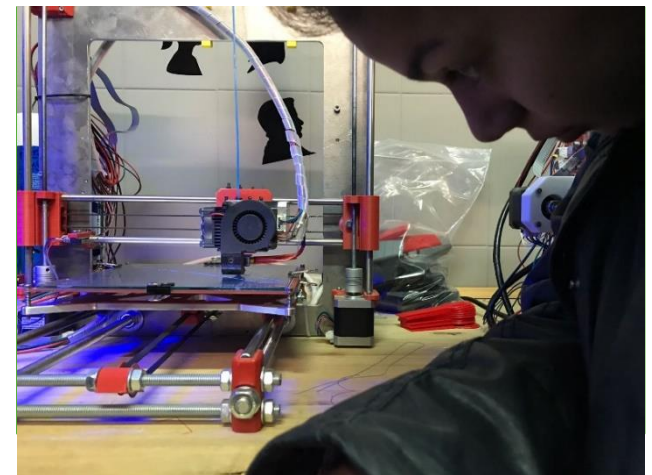
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2020



**NAME OF THE GOOD PRACTICE:**  
**TECHNOLOGICAL SECOND CHANCE  
SCHOOL**

**ORGANIZATION: LA RUECA**

**COUNTRY: SPAIN**



# 1. NEEDS ANALYSIS

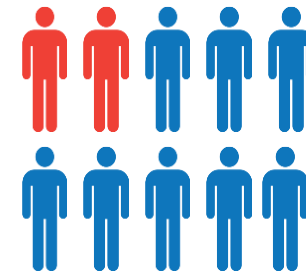


**Technological Second Chance School** is an integral socio-labour insertion initiative that offers insertion opportunities to young people with abandonment of regulated training profiles and who are outside the labour market and/or have low employability.

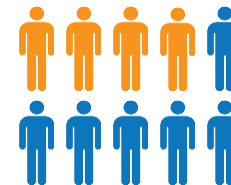
Some data:

- The early school dropout rate in Madrid is 15.8% of young people aged 18 to 24 without a Bachelor or VET title (EPA)
- There are 29.035 youngsters in Madrid from 16 to 29 years-old, which is at a rate of 36,6% survey of living conditions (Madrid, 2016).
- The unemployment rate for Young people under 24 years-old in Canillejas is 9.84 %

## School drop-out



## Youth unemployment



# 2. OBJECTIVES

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- To promote the reinsertion of young people to the regulated educational system with the purpose of finishing incomplete studies and/or acquiring new training oriented to obtaining official titles aligned with their personal and vocational goals.
- To promote the insertion of young people in the labour market through counselling processes, skills development activities, occupational training and/or participation in non-work practices in the company.

# 2. OBJECTIVES

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To advise young people in different areas through a holistic approach: personally, family-wise, socially, about their leisure time, work life and educationally speaking by attending to participants' different through itineraries and individualized follow-up giving an answer to their needs and interests.



# 3. PROCESS: ACTIVITIES

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- Individualized educational itineraries: social and family care, support returning to the regulated education system as well as studying and acquiring the Spanish language when necessary.
- Technological Opportunities; digital creation and manufacture: 3d and 2d, Tecnolab; Technological Dimension of occupational training. BecaMOS (Microsoft Office).
- Labour insertion and improvement of personal, socio-labour skills for employment. Information, guidance and labour and vocational advice. Training for employment. Vocational experiences in companies.
- Leisure: workshops and open to participation leisure courses. Community activities.

# 3. PROCESS: PHASES

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**PHASE 0. Hosting:** individual interview to collect data on the family status, motivation and expectations.

**PHASE 1. Assessment of cases:** Development of the participant's profile, adaptation to the projects available at the center and monitoring.

**PHASE 2. Return and definition**

**PHASE 3. Action plan**

**PHASE 4. Follow-up**

**PHASE 5. Disengagement**

# 4. METHODOLOGY APPLIED

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1. DIY (Do it Yourself) culture: learning by doing
2. Learning through trial and error
3. Learning process based in establishing challenges
4. Creating and picking-up new opportunities
5. Breaking the gender digital gap
6. Skills and competencies development
7. Technological solutions to social needs
8. The person is at the epicenter of the learning process



# 5. RESULTS ACHIEVED

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- **60 young people** (between 15 and 25 years-old) **at educational and socio-labour risk reached** from Highschools and VET around the area.
- More than **600 training hours** of occupational training per participant in different itineraries: logistics, bar tender/tendress, ICT dynamics, ...
- 100% of young participants improved their **technological skills**.
- Involvement and collaboration of other entities/institutions:
  - 8 Training centres from San Blas- Ciudad Lineal identified and reached young people. identification of young people.
  - Tecnolab La Rueda: relationship with companies for non-professional practices after the training.

## 6. KEY AGENTS INVOLVED

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- Social Worker: tutoring and establishing a close link with young participants.
- Fab manager: in charge of the technological competencies development.
- Social educator: vocational guidance, career advising technique: works on employability skills, guidance in job search, relationship with companies.
- Young people: owners and protagonists of the process, leading their own itinerary with their learning and growth processes and personal improvement.



# 7. RESOURCES & BUDGET

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## RESOURCES

- Tecnolab: Solidarity Fab Lab
  - Machinery: laser cutting machine, vinyl cutting machine, 3d printer
  - Human resources:
    - FAB MANAGER,
    - SOCIAL EDUCATOR
- ORIENTATION-  
EMPLOYMENT TECHNIQUE

## BUDGET

- EU funds 0 €
- National public funds 0 €
- National and international private funds 150.000 €

Total amount 150.000 €

## 8. TRANSFERABILITY, SUSTAINABILITY AND EXPLOITATION



The type of initiative and actions developed facilitate a high rate of adaptability to other geographical areas.

The initiative is carried out in the district of San Blas- Canillejas, Madrid, nevertheless it could be adapted to a wider geographical area within the Municipality of Madrid.

It could also be adapted to other target groups by modifying some of the features of the project such as the age range and academic level.

For example, it could be adapted to young people with special educational needs (such as youngsters suffering mental health illnesses or with functional diversity) by adapting the career advising process, training itineraries, etcetera.

# 9. SPECIFIC INNOVATIVE ELEMENTS

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The project is both sustainable and scalable since it can be adapted to other contexts as a Second Chance School with a high technological focus.

As the Second Chance School is a standardized model (<http://www.e2oespana.org/>) it helps out replicating the initiative.

In addition, the use of the necessary machinery - laser cutting machine, vinyl cutting machine, 3d printer- and all related activities carry-out needs are widely documented.

Moreover, it should be highlighted the tandem that the Fab Manager and the Social Educator made, since they gave support to each other.

# 10. LESSONS LEARNT

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It has been noticed an increasing gender gap in the IT sector, that is added to the already existing one in the labor market as a whole, consequently, there were concrete actions implemented, such as: positive discrimination in the participants selection process and addressing specific groups of young girls.

The promotion of active and effective responsible involvement, that affects social cohesion the exchange of knowledge and skills improvement, was done through different training which boosted participants' empowerment and social participation.

It has been noticed that the involvement of young participants during their leisure time was also key to promote the creation of social networks and the integration of different ethnic groups, which most certainly is necessary to create a more intercultural society.

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# CONTACT DETAILS

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