

Lycée Nouvelle Chance (New Chance upper secondary school)

Beneficiaries

- ▶ **Early leavers from education and training**
- ▶ **Unemployed young people**

The LNC targets young people (aged 18-25) who are registered in the network of local missions (equivalent of public employment services for young people) for young people, are looking for a job and have interrupted their education and training at the upper secondary level for at least a year.

Countries

 **France**

Education level and sector

- ▶ **Upper secondary education**
- ▶ **Upper secondary vocational education and training (school-based)**
- ▶ **Upper secondary vocational education and training (work-based learning)**

Upper secondary Vocational Education and Training (VET)

Type of policy/initiative

- ▶ **Compensation**

Compensation

Level of implementation / Scope

- ▶ **Provider level**

Local (5 VET schools involved including the coordinator school; 114 young people currently supported)

Stage of implementation

Aims of policy/initiative

The LNC focuses on the acquisition of a formal qualification. The purpose is to help participants achieve a vocational qualification at the International Standard Classification of Education (ISCED) level 3 (vocational baccalaureate) over a period of 2 years.

Features and types of activities implemented

The main focus of the LNC activities is the provision of vocational training. 12 different vocational diplomas are currently offered (in the fields of management & administration and trade at the Magenta VET school, and 10 other fields including services and industrial specialities in partner VET schools).

The LNC is based on a mix of individual and collective pedagogy and has a strong focus on apprenticeship training, as students share their time between training periods spent in school and in enterprises.

Extra-curricular activities are also offered by the LNC to foster the inclusion and personal development of students.

Resources

The LNC is publicly funded. Every year, the Magenta school gets additional posts from the rectorat of Lyon (6.5 teacher posts and 1.5 management posts) to operate the scheme. Another source of funding is the allowance allocated by regional authorities.

Evidence of effectiveness of the measure

Since the launch of the LNC, the average success rate of students at the vocational baccalaureate exam has exceeded 90% (100% in 2014).

Within five months following graduation 4.6% found a job; 40.6% continued their education and training.

Only 11.3% were inactive and 3.7% were in another situation, including maternity leave.

Success factors

The following success factors are based on the testimonies of participants in the measure interviewed for the Cedefop study:

1. Institutional and financial support from educational and regional authorities: the top-down design of the scheme, its clear governance mechanisms and the continuous availability of funding from educational authorities (for the allocation of extra posts) and from regional authorities (including monthly allowances paid to students) has allowed the consolidation and expansion over time of the initiative.
2. Allowance allocated to students: the LNC uses the allowance students receive to motivate them to attend classes/workplace – i.e. reducing the amount of the allowance for each absence of more than 2

- hours.
3. 'Alternance' pedagogy (apprenticeships): the alternation between periods spent at school and in enterprises creates a more dynamic learning environment and motivates students who would not engage otherwise.
 4. Intense personal support and holistic approach: personalised monitoring and tutoring support is provided to each student. Each student has a teacher of reference and a tutor in the enterprises. Both the direction of the LNC and teachers provide personal and human support to guide students towards success. Support is individualised and reactive; for example, students are convoked immediately by LNC staff as soon as an issue is identified. Providing 'holistic' support is judged to be critical for students in fragile and precarious situations.
 5. Partnerships and sharing of information with local youth stakeholders (local missions): good cooperation established with the local missions in the area of Lyon is a key success factor for outreach and follow-up. The local missions refer young people to the LNC, which in turn regularly reports on the progress made by students. Information is shared over the phone and via individual follow-up fiches. Counsellors from local missions are involved if specific ad-hoc support is required. When a young person referred by the local missions is not selected by the LNC, the LNC provides detailed feedback on the assessment so that the local missions can guide the young person towards the required preparatory measures.
 6. Sharing of good practices: VET school staff uses lessons learned from the LNC for other groups of students to tailor support, improve existing pedagogies, contribute to a better climate at the school, etc. An example of transfer of good practice from the LNC to a 'regular' provision is the theatre forum. This is a talking group that aims to encourage a discussion on topics identified by LNC staff as relevant (e.g. preventing violence and discrimination). This activity was found to be effective in helping LNC students overcome difficulties met in daily life (how to deal with authority, manage frustration, etc.). At the Magenta VET school, this activity is now also offered to other VET students, while the specific theatre forum for the LNC has been maintained.

Contact details for further information

Contact website

<http://www.lycee-nouvelle-chance.org/>

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