POLICY BRIEF

DROPOUT AND SECOND CHANCE EDUCATION WITH A GENDER PERSPECTIVE IN CHILE: METHODOLOGY, GOOD PRACTICES, AND RECOMMENDATIONS.

Summary

This document, prepared by UN Women, presents evidence on school exclusion in Chile and Second Chance Education with a gender perspective. First, the factors that generate school exclusion in Chile and the possible consequences for children and adolescents (NNA) marginalized from the system are analyzed, considering the specific problems that contribute to the educa- tional exclusion of women. Second, the range of second-chance programs available in Chile is reviewed. Although this study was prepared before the COVID-19 crisis strongly impacted the country's development, it was updated to respond to the reality and impact of the pandemic regarding school dropout. Third, the measures that have been taken to prevent school dropout during this period are presented. Then, a selection of good practices and programs worldwide that positively impact people in second-chance programs are shown. Finally, the policy recommendations for second-chance education with a gender approach are arranged in eight domains according to good practices and the experts' opinions during the study.

I. The National Context in Times of Pandemic

The COVID-19 crisis has generated a series of implications for schooling. In 2020, as a measure to prevent the pandemic spread, face-to-face classes were suspended in all establishments in the country as of March 16, after only eight days of classes during that school year (MINEDUC, 2020l). At the beginning of the 2021 academic year, establishments resumed face-to-face or semi-face-to-face classes in the communes in the "transition" or higher phase of the step-by-step plan implemented by the Government in the context of the pandemic. For them, a series of sanitary protocols necessary for a safe return to classes were implemented. In addition, online classes were maintained for schools in quarantined communes.

Virtual classes have made it difficult to maintain the bond between schools and students, increasing the risk of out-of-schooling, especially in students of lower socioeconomic status. Moreover, given the precarious economic situation of families, they can be subjected to more stress or have to work to cooperate with the family income and have more significant difficulties in accessing virtual tools for their education. In addition, it mainly affects women students (especially those living in poverty, with disabilities, or in rural areas), who are primarily responsible for domestic chores and caregiving at home. All this makes it difficult for them to continue their studies in distance education during the quarantine period (MINEDUC, 2020l; 2020m).

The dropout incidence rate in Chile decreased between 2012 and 2019 by 0.9 percentage points. However, in 2020 this rate rose 0.2 percentage points, from 1.4% to 1.6%, as seen in the following chart. One of the projections made by the Ministry of Education for 2021 on the dropout incidence rate estimated this rate would be in a range between 2.6% and 5% (MINEDUC, 2020l), which considers only students between sixth grade of primary education and fourth grade of secondary education. However, the latest figures published by the Chilean Ministry of Education refer to a dropout rate lower than projected. Estimates show that, in the best scenario, 42,068 people would drop out of the school system this year; however, only 39,498 children and adolescents were reported as not enrolling in any school this year, of which 21,260 (53%) are men, and 18,238 (46%) are women.

Chart 1: 2012-2020 Global Incidence Rate
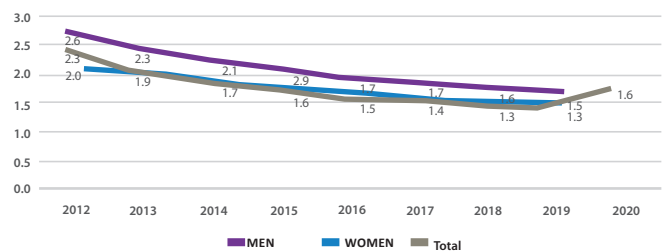
Fuente: Mineduc 2020

Although measures have been taken to mitigate school dropout rates, retaining and reintegrating students in educational establishmentscontinues to be a concern for the authorities, given the consequences of school exclusion. One of the initiatives to reduce this dropout rate is the Early Warning System (Sistema de Alerta Temprana), where students with a higher risk of school dropout are identified according to socioeconomic status and educational and family background.

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1. This document is an adaptation of the study "School Dropout and Second-Chance Education with a Gender Perspective in Chile. Methodology, Good Practices, and Recommendations," available here.

This tool allows schools to identify these students and implement targeted retention and support strategies. On the other hand, the Contact Management Tool is an instrument implemented in the online and distance education context that allows School Principals to have a summary report of each of their students. Thus, those who have disconnected are identified, at the same time that lines of action are proposed. Lastly, on a pilot basis, the Ministry and J-PAL[2] sent text messages to the parents of the students enrolled in 2020 outside the system and to those who applied their daughters and sons for an establishment and had not yet registered despite having been selected.

Second-chance education programs are more challenged to deliver classes in times of pandemic and quarantines. This new virtual distance education scenario means making efforts to attract students, making the returns of education visible and considering the difficulties that those students with fewer economic resources may have for distance education modalities, generating support to counteract this. Additionally, they must consider strengthening the avenues of support for pregnant adolescent students or mothers and student parents in a context where there may be more significant barriers to access the health system or support for the care of children.

II. Problem Presentation

Education is one of the critical factors for the advancement and progress of people and societies. It is a fundamental human right, vital for women and girls to attain gender equality. For a woman or girl, attending school increases the chances of reaching their full potential, improving their future income levels, empowerment and economic autonomy, productivity, chances of employment, and even fostering a more inclusive economic growth. (UN Women, 2020).

Although there are high enrollment rates in Chile and out-of- schooling has decreased in recent years, the consequences of school exclusion can cause a series of problems that strongly affect people's lives.

It is essential to consider a gender perspective in analyzing school dropout and second-chance education. The above provides practical tools that prevent school dropouts and enable a successful reintegration of girls, young women, and adults who have seen their education trajectories impacted for various reasons.

Second Chance Education, educational reintegration or reinsertion, seeks to take charge of the children and adolescents, young people, and adults who have left the school system and have not completed their compulsory primary and secondary education. This situation occurs in a context in which the structure and dynamics of this formal school system are exclusive and hinder the universal exercise of the right to education. This issue perpetuates inequities by limiting the deployment of human potentialities and the possibilities of access to decent jobs, good quality of life, and social and political participation.

The problem of out-of-schooling is especially prevalent in the most vulnerable students, contributing to the cycle of poverty. Some of the consequences that studies have identified of out-of-schooling include: lower entry into working life or unemployment; increased likelihood of vulnerability or social exclusion situations, such as drug addiction, lack of participation in civil society and commission of crimes; intergenerational replication of educational inequality; and costs to the immediate environment and society in general (UNESCO, 2009b; CPCE, 2016). In our country, 62.5% of out-of-school students come from the two lowest income quintiles, with a more significant out-

of-schooling among children and adolescents in rural areas than in urban areas (CASEN, 2017).

The out-of-schooling phenomenon is multicausal. Understanding out-of-schooling implies analyzing both the individual level and knowing the stories of those who have dropped out and have returned to study, and recognizing the structural level and the need for broader social, economic, and labor reforms that aim at greater social justice. In addition, possible reforms at the educational level are needed to contribute to the generation of opportunities in a more equitable way.

From a gender perspective, it is necessary to understand schools and society's discriminatory and exclusive nature. The above must consider intersectionality, that is, the combined impact of the plurality of social exclusion forms based on categories such as gender, class, race, disability, or sexual orientation, considering the diversity of identities (UN Women, 2019). Additional factors to consider in the case of women are adolescent pregnancy and early motherhood. In turn, visualize motherhood as culturally desirable at an early age by not considering the possibility of alternative life plans. Also, there are possible consequences such as unequal opportunities for labor participation, wage gap, and gender dynamics, which put women in a subordinate position regarding their exercise of sexual rights.

III. The Factors that Determine Out-of-Schooling in Chile

In the literature, the determining factors of school dropout have been distinguished into two categories, intracurricular or endogenous to the school system and extracurricular or exogenous to the system (Espíndola and León, 2002 in CPCE, 2016).

The extracurricular factors that increase the probability of out- of-schooling are related to the student's socioeconomic situation and family context, poverty, marginalization, early job placement, family dysfunction, and low appreciation of education. These factors involve the student's family environment and the market, communities, and the State.

The socioeconomic context is one of the most critical extracurricular factors of out-of-schooling, and influences through the family structure (with greater risk in single-parent families), the socio-housing sphere (increasing the risk of insufficient facilities, the presence of overcrowding and rurality), economic aspects, the

cultural capital of parents (schooling, expectations and attitudes, and support of parents towards the study of their sons and daughters), and the life plans of students themselves (Román, 2013; Lenos & Krasenberg, 2017; Boniolo & Najmias, 2019).

Couple relationships can also constitute a risk for the permanence of children and adolescents in the formal educational system, especially if they are linked to a greater probability of becoming pregnant or getting their partner pregnant in adolescence (Centro de Estudios de la Niñez, 2014). Some factors that have been related to the probability of pregnancy: cultural attitudes that promote motherhood, availability of contraceptive methods, and perception of job opportunities close to the place of residence, which could tip the balance towards motherhood not seeing that their older peers have achieved social mobility, in such a way that motherhood appears as a rational option that gives meaning and purpose, allows defining identity and delivering status (Lenos & Krasenberg, 2017; Hernández, 2003 in López, Opertti & Vargas, 2017).

Intracurricular factors refer to the conditions of the educational system that can make the permanence of students in school problematic. These factors include the structure of the school system and disciplinary norms, school size, the teacher-student ratio, pedagogical practices, the behavior and capacities of school teams and teachers. All these can lead to grade repetition and lagging, as a prelude to out-of-schooling, and where it has been seen that students who are lagging in school are less likely to complete their studies, this being one of the most reliable predictors (UNESCO, 2009a).

Rigid and authoritarian organizational structures and schools' resistance to accepting the socializing codes typical of youth culture would generate frustration, disillusionment, and detachment from the system in students (Centro de Estudios de la Niñez, 2014; Bellei and Contreras, 2000 in UNESCO, 2009b). On the other hand, a school offer that tends to be homogeneous discourages students since they fail to value or find usefulness and relevance in school (Román, 2013).

In Chile, of all the causes of out-of-schooling, the main one is due to elements typical of the school experience: academic performance, behavior, and coexistence problems, which in turn explain chronic absenteeism by 30%, appearing in second place elements such as adolescent pregnancy and economic causes (CASEN, 2017).

On the other hand, it is observed that a large part of the dropout that occurs in Chile has its origin in the transition between primary and secondary education, especially for students from rural areas or vulnerable sectors. This change corresponds to a complex vital milestone, challenging to process and assimilate as, more than continuity or natural process, it is experienced as a break or radical change in the school trajectory due to the change of establishment and, many times, to the change of city that the students must undergo (Román, 2013).

Chronic school absenteeism in Chile is present in one out of every three school-age students. Moreover, this trend has grown from 26% ten years ago to 39.7% in municipal establishments in 2014 (Muñoz, 2020). This problem has serious consequences for

the development of children, both in learning and in psychosocial development, with consequences such as grade repetition, difficulty in relating to their peers, or school dropout (MINEDUC, 2020j).

The main reasons reported by children and adolescents for leaving the educational establishment were mainly within the educational system, including behavioral problems in the classroom (27.1%), followed by grade repetition (19.4%) and low grades (12.3%). On the other hand, problems within the home (10.2%), changes of residence (9.2%), lack of family support (3.2%), and pregnancy (1.8%) appear to a lesser extent.

Furthermore, behavioral maladjustments appear more frequently among men students (29.2%), while grade repetition is prevalent in girls and young women (23.2%) (Centro de Estudios de la Niñez, 2014).
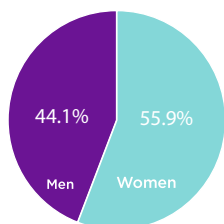
Usually, academic difficulties are not mentioned as the most determining but aspects associated with interpersonal relationships within the school space, where 29.5% report tension with teachers; 27.9%, aesthetic impositions; 25.1%, discouraging dynamics of the classes; and 23%, conflicts with classmates (Centro de Estudios de la Niñez, 2014).

IV. Characteristics of People Excluded from the School System in Chile

According to the latest figures published in April 2021 by MINEDUC, in Chile, more than 186,000 children, adolescents, and young people between the ages of 5 and 21 have dropped out of the school system. During the last year, it was reported that 39,498 children were not enrolled in establishments this year (MINEDUC, 2021).

97%
of the population is in the age group between **14 and 21 years old.**

3%

97%
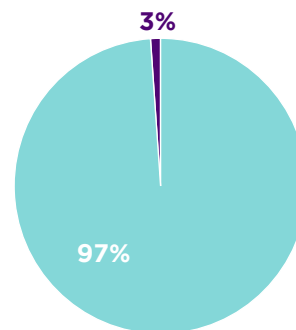
If the population between **5 and 24 years** old is considered, the figure rises to **257,507 people,** with a dropout prevalence rate of 5.1%, being higher in the case of men **(5.9%)** than women **(4.3%).**

Charactetistics of People Excluded from the School System (Encuesta CASEN 2017)

In Chile there are 138.572 children and adolescents between 6 and 21 excluded from the school system. Among this group:

44.1% Men
55.9% Women

10.9%
migrant polulation
12.1%
belong to indigenous people

22.2% of rural areas students drop out of school, while the percentage is **16.7% in urban areas.**

Of the out-of-school women between **the ages of 12 and 21**, 55.6% have had children.

Characterization of Educational Reintegration Programs from SENAME and MINEDUC programs

66.2% of the children and adolescents served have previous **experiences of violation** of rights:

38.3% psychological abuse

36.8% intrafamily violence

26.3% physical abuse

8.5% child labor

6.1% sexual abuse

40.4% have a diagnosis of a mental health disorder:

24.1% behavioral disorders

20.0% attention-deficit

15.8% mood disorders

4.3% suicide risk

2% psychotic disorders

Drug use is prevalent in **60.7% of these students.**

39.1% have conflicted with the law, the most frequent type of offense being robbery or theft

Source: SENAME(2016)

The incidence of motherhood in school dropout needs to be deepened. The phenomenon of adolescent motherhood shows a higher prevalence in groups with the lowest economic resources. For example, among the 20% lowest-income households, 31.4% of women aged 12 years and over have become adolescent mothers, while only 10.6% belong to the fifth quintile (CASEN, 2017). Likewise, the incidence of adolescent motherhood varies according to the educational level of women, being significantly lower among women with a higher educational level, especially among those with higher education. This incidence of motherhood is also higher than in the general population in the case of women from rural areas and belonging to indigenous peoples. According to the country's economic development indices, teenage motherhood rates have not decreased as would be expected (Chilean Ministry of Social Development, 2018).

A high percentage of adolescent mothers interrupt their education, this being one of the mechanisms through which adolescent pregnancy operates as a factor that influences the reproduction of poverty (Comunidad Mujer, 2016). In 2017, of 1,030 pregnant students, only 595, 58%, continued their studies (Chilean Ministry of Social Development, 2018).

From a gender perspective, it is essential to recognize the factors that differentially affect the out-of-schooling of women and men: in them, apart from adolescent pregnancy, the domestic role and the unpaid work performed by women within their homes stand out in addition to a system that offers them few opportunities in financial terms, compared to men. While there has been a sustained increase in women's labor participation in Chile, according to the CASEN Survey (2017), the total labor participation rate of women over 15 years is 48.9%, while that of men is 71.6%. Furthermore, this participation is not homogeneous according to social class, being, for women in the first decile, 26.7%, compared to those in the tenth decile, 72.1%. The COVID-19 crisis has increased labor participation gaps, as women have been forced to leave the labor market, which has led to an even more significant decrease in the percentage of women's labor participation.

The educational system tends to be a space that reproduces these unequal gender relations (Lillo, 2016). Thus, women are in a historical situation of subordination explained by a sex/gender system that constructs differences of domination and subordination between men and women, attributed to biological differences and cultural assumptions. For example, 87.8% of the child population performs domestic chores in their home, with girls primarily performing these tasks (91%, compared to 84.4% in boys). Furthermore, girls and adolescent women are the ones who, in a more significant proportion, dedicate 21 hours or more a week to developing these tasks (19% between 5 and 17 years old; and 33% between 15 and 17 years old) (Ministry of Labor and Social Security, 2020). All these aspects have a direct impact on the school dropout of girls and young women.

V. Second Chance Education in Chile

The SCE programs and schools consider different levels of approach since it is understood that, although the ideal is that no student leaves school before graduating, those outside the system must be offered options that allow reintegration and equal opportunities. The following table shows the types of second chance initiatives offered in the country. In the first column are the initiatives designed to prevent drop out of traditional programs. The second and third column present education alternative spaces.

SCE programs recognize that they must address the development of psychosocial skills, focusing on repairing the negative meanings associated with the school. These include the academic, pedagogical, or leveling of knowledge aspects, developing teaching relevant to the students' context to re enchant them with the learning process. They also seek to adopt more flexible models that adapt to the needs of the different groups they serve and establish networks with the community in which they are located. At the academic level, the focus is on the leveling of students' knowledge and skills through the flexibility of the curriculum and the use of dynamic teaching methods in an environment that has the necessary elements to promote learning, from infrastructure to the role of teachers. It is recognized that students are diverse and that, therefore, the times, methods, and assessments required are different from those used in a regular context (Centro de Estudios de la Niñez, 2014).

Reintegration programs also seek to develop a close link with civil society, establishing territorial networks with other organizations and neighborhood residents, for which they organize open days and joint projects. These include using service-learning models or intergenerational exchanges with older adults in the neighborhood) to encourage more young people to resume their studies and contribute to their citizen role (Hogar de Cristo, 2019).

TYPES OF SECONF CHANCE EDUCATION PROGRAMS AND INITIATIVES

Dropout Prevention Programmes [4] (For students who attend regular schools)	Alternative Educational Spaces (For under 18-year olds)	Second Chance Schools (For students over 15 years old in Primary; over 18 years old in Secondary; and in the Flexible Modality)
Allowances and Scholarships: School Attendance Allowance (2012) School Retention Support Scholarship (BARE, in its Spanish acronym) (2002) School Retention Support Programme (2009) Pro-School Retention Subsidy (2003) Preferential School Subsidy (2008)	Competitive Grant Fund for Educational Reintegration Projects (Reintegration Component) (2005)	Education for Young People and Adults (EPJA)/ Completion of Schooling (since 2003, in its current format and modalities) **It is developed in different spaces:** Integrated Adult Education Centers (CEIA), in three shifts. Third shifts for Schools and High Schools. Educational Centers in Military and Prison Facilities. **It has different modalities:** Regular (Primary -3 years-; Scientific-Humanist Secondary -2 years-; and Technical-Vocational Secondary -3 years) Flexible (Primary and Secondary)
Competitive Grant Fund for Educational Reintegration Projects (Retention Component) (2005)		Second-Chance or Educational Reintegration Schools (2016)

(*) Validation of Studies (Equivalency Exams): Primary (3 levels), Secondary (2 levels) and Certificate of Equivalency for Employment Purposes (does not allow to continue undergraduate studies)

In Chile, until a couple of decades ago, adult education focused mainly on the population over 18 years of age, with a literacy purpose. However, at present, the students who attend adult education programs are predominantly youth. In fact, on a national scale, just over 50% of the population that currently attends youth and adult education centers are under 18 years of age, and 77% of the total are under 23 years of age, accounting for a process of "infantilization" of an education that was traditionally thought to make the adult population literate (Espinoza et al., 2019). Youth and adult education (YAE) is closely linked to the production and labor spheres. The curriculum also includes gender equality, active citizenship, and cultural diversity (MINEDUC, 2008). The total enrollment of YAE in 2018 was 180,000; of them, 54% were men and 46% women, including the regular and flexible modalities (MINEDUC, 2019b). Of this total, 120,696 students correspond to the regular modality and 59,304 to the flexible modality. In this last modality, men represent 56.6%, and women represent 43.4% (MINEDUC, 2019b).

Currently, reformulations of YAE are being carried out, which seek a further approximation of the secondary education curriculum, measuring its content and skills. The challenge for the new curriculum is to incorporate the necessary contents that allow to pursue higher studies and adapt them, in turn, with the times and the heterogeneity of its students, adopting more flexible modalities (Acuña, 2016).

The regular modality is offered in Integrated Adult Education Centers (CEIA), in the third shift for high and primary schools (which serve children and young people during the day), and in military and correctional educational centers. It is governed by the law of subsidies (Legislative Decree 2/1998), paying municipal and subsidized private establishments on average attendance of the students. It is for young dropouts who can attend an establishment daily, older than 15 years in the case of Primary Education, and older than 18 years in the case of Scientific-Humanist or Technical-Vocational Secondary Education. The primary purposes of this educational modality are to guarantee compliance with the compulsory schooling stipulated by the Political Constitution of the Republic of Chile, to provide lifelong learning opportunities, and to provide answers to specific learning, personal or contextual requirements, to guarantee equality in the right to education to those who, due to various circumstances, could not start or complete their studies in a timely manner (MINEDUC, 2020c).

The flexible modality was implemented in 2003, aimed at people who cannot regularly attend for various reasons related to their work and daily activities. It is offered at different shifts and with different frequencies and duration of the classes, being semi-face-to-face. The minimum entry age is 18 years, both for Primary and Secondary Education. The flexible modality is paid on the students' results, assessed through the National Evaluation System, under the Ministry of Education (MINEDUC, 2020f). It was reinforced with resources from the Chile Califica Program and is taught in different places near the participants' homes or work, such as community centers, churches, schools, unions, and companies. For both the primary and secondary education levels, the education process is in charge of Executing Entities that must be part of the Free Entry Registry. These entities can be educational establishments recognized by the State, such as municipal schools and high schools subsidized private or private, and other entities with legal status that develop educational, training, or professional training activities. These include Technical Training Centers, Professional Institutes, Universities, Non-Governmental Organizations, and Technical Training Organizations (Acuña, 2016). The assessment of learning is external to the educational service and is the responsibility of the Ministry of Education (SECREDUC). These examining entities are in charge of applying final exams to assess the students' learning in each Primary and Secondary Education area.

Second Chance Schools in Chile have existed since 2016. A new competitive modality was included in MINEDUC, with its own technical and administrative bases, to create these reintegration schools, based on the provision included in the General Law of Education (2009). This law states that MINEDUC can propose the creation of new educational modalities to the National Education Council that complement regular education or deepen specific areas of it to guarantee equality in the right to education.

Second Chance Schools are starting as a pilot initiative, which seeks to transform in the future into a modality that offers a stable and relevant alternative for this population. Unlike youth and adult education, these schools are oriented to the children and adolescent's population. This new institutional framework for SCE in Chile was born from recognizing the need to move towards formal educational spaces based on educational reintegration projects (Muñoz, 2020; ER 2033, 2016). Officially, these spaces are constituted as CEIA within Youth and Adult Education (Espinoza et al., 2020a).

Even though this public fund for Second Chance Schools began in 2016, previous projects of civil society organizations were implementing the modality with both private and state financing. This is the case of the Second Chance Schools belonging to Fundación Súmate, from Hogar de Cristo, who had been working since 1989 with children and adolescents between 11 and 24 years old (Fundación Súmate, 2020; Espinoza et al., 2020a), and whose model is analyzed in the following section, on Good Practices in SCE. Some of those schools have been awarded this public fund to continue their work.

VI. School Reintegration Programs, Second Chance Schools, and National and International Good Practicess

Domain	Programs, Experiences and Good Practices	Description
Psychosocial	**The Teacher-Student Bond. Second Chance Schools Pilot, Europe.**	The assessment of the Second Chance Schools pilot of the European Commission (2001) identified some central aspects around the teaching role in this type of European schools. In the first instance, **the central role of the Teacher and the soft skills and competencies they have to generate positive bonds with the students is fundamental.** Most teachers have training and qualifications in special needs, psychology, or pedagogy. In addition to these formal require- ments, the importance of social skills, such as empathy and compassion, was seen to establi- sh deep and highly committed relationships with the partici- pants. In recognizing the importance of teacher training, annual meetings of teachers from the Asso- ciation of European Second Chance Schools E2C-Europe were institutionalized to develop social skills and transfer their knowledge to the employers who receive students for their internships. The assessment also identified **the Orientation and Monitoring role of teachers with the students as relevant.** This sphere is integrated with the academic aspects through tutors, mentors, or teachers who perform this dual role. It addresses learning difficulties, job search, housing issues, health, economic re- sources, behavior, conflicts with the law, citizenship education, relationships, hy- giene, nutrition, substance abuse, sexual relationships, emotions, and child- hood experiences. Moreover, in case of major psychological problems, they establish networks for professional help.
	The "Accept and Build" Principle between Teachers and Stu- dents. The Experience in Canada and Australia.	These programs are characterized by a **teacher-student relationship based on the dialectical principle of accepting and building. Both the teacher and the student accept what the other offers in the present moment, building new social futures.** Students imagine themselves in new relationships, allowing them to participate in the world in new ways. It involves helping students overcome complex edu- cational stories and re-engage in schoolIn Australia, at a flexible learning center in Queensland, the teacher-student relationship was studied for three years. In Canada, an alternative program was studied for four months. Both studies revea- led three central topics that students highlight as positive: f**eeling recognized and integrated by their teachers**, coming from previous school environments in which they felt invisible and not treated as individuals, which is related to more perso- nalized assistance; **recognition of the capacity for growth**, both by teachers and students, who see this quality in the other, achieving an experience of themsel- ves free from labels and low previous expectations on the part of students, who indicate that they are heard with the benefit of the doubt, which did not occur in their previous school environments with authoritarian dis- ciplinary sanctions; **and co-creation of social futures**, which implies new learning opportunities, re- lationships with the family and community, and employment experiences, pro- moting that students do not feel alienated from the system and helping them navigate it (Vadeboncoeur & Vellos, 2016).

Domain	Programs, Experiences and Good Practices	Description
Psychosocial	**The Electrocardiogram. Rethinking Life with its Ups and Downs: A Personal Intervention Instrument. SENAME Educational Reintegration Programs, Chile**	In the experience of the Educational Reintegration Programs executed by SENAME, the team of professionals created a **pedagogical instrument that sought to facilitate the diagnosis and monitoring of the intervention's progress.** In this pedagogical tool, children and adolescents graph their own history's key moments or milestones with their tutor. The idea is to start the drawing from a central line, placing points that are then joined with lines like the graph of an electrocardiogram, giving meaning to adverse events, changing cognitive and emotional patterns. Same as an electrocardiogram that shows the heartbeat, the idea of this drawing is to **identify the "high" and "low" moments in the lives of children and adolescents. This exercise allows them to rethink their biographical trajectory and see how the meaning is changing.** In this way, it seeks to promote the personal growth of girls, boys, and adolescents with new perspectives, skills, and goals, also making visible the achievements they have had throughout their life trajectories. The instrument should ideally be applied at the beginning and end of the intervention processes, articulating the disengagement from school and re-schooling. A similar format of this instrument used in Chile has also been used in the global Rise Up program (2019) of the United Nations Foundation.
Pedagogical	**Pedagogical Walks. "El Bosque" Community School or "Aprendo Caleta" ["I Can Learn a Lot"], Chile**	The pedagogical walks were created responding to the problem that students did not consider the contents relevant or applicable to their daily reality. This pedagogical experience sought to improve the teaching-learning process by lin- king learning with the reality of children and adolescents (see SENAME, 2016). The central objective is to **bring the programmatic contents closer to the reality of the students, starting from their interests and adopting a local, territorial perspective.** Students conduct **guided visits to iconic cultural places in their neighborhoods to rekindle their motivation and cognitive engagement through an active interest in learning.** These activities allow them to connect the new experience with their previous experiences, expand the knowledge of their community and neighbors, and reduce the effects of spatial segregation and urban social exclusion. Participants are allowed to appropriate the territory, opening possibilities to act in that space, see it as a place of rights, enjoyment, and shared care. The activity is accompanied by guides to explore in a focu- sed way, learn the fundamental concepts, and relate them to their experience. **By combining the educational with the playful, the bonds between them are strengthened, and collective identity is generated,** which improves adherence to the project. The experience is led by a teacher who is responsible for the entire activity.

Domain	Programs, Experiences and Good Practices	Description
Pedagogical	**Digital Skills. Hack Your Future Program, The Netherlands**	The European Commission's Second Chance Schools pilot (2001) evaluation identified the **need to consider new technologies as a central element. The use of computers, multimedia, and the internet allows students to acquire skills for the world of work.** It is taught as a separate subject and as a tool for learning in the other subjects. One of the concerns in Adult Education in Europe is that 43% of the European adult population does not have basic digital skills, in a context in which jobs that require these skills will increase by 12% by 2024. Therefo- re, this is an essential focus within training. A good practice that incorporates digital education is HackYourFuture, which **helps refugees in the Netherlands learn to program and become web designers, quickly teaching them the skills required for the job market and connecting them with companies that hire pro- grammers.** The model used is project-based learning, and most of the teaching is done online (EAEA, 2019a).
	Contextual Relevance. Reintegration Programs, Latin Americaa.	The MERCOSUR study (UNESCO, 2009b) on different reintegration programs in Latin America emphasized **Contextual Relevance as central by identifying the strategies that worked because they are closer and more significant for children and adolescents** (for example, religious or sports links). Contextual relevance implies a high knowledge of the individuality of each girl, boy, and adolescent and their family and environment. It also implies working based on the children's prior knowledge, with a personalized dialogue, where they have the confidence to talk about themselves and what they know; the revaluation of their sociocultural environment as a valid knowledge space; and the dignity of their educational trajectories. In order to be effective, this pedagogical op- tion requires a close and trusting relationship with the students. This is why the type of relational bond promoted in the strategy is synergistic with the pedagogical orientation.

Domain	Programs, Experiences and Good Practices	Description
Family and Community	**Positive Pairs [Family and Com- munity Domain]. Grupo Ceiba's Educational Programs, Guatemala**	The Grupo Ceiba Educational programs have benefited more than 50,000 young people since the late 1980s. They work mainly at the primary and secondary levels, addressing digital literacy, education for employment, support, and monitoring for reintegration into the educational system. From its **comprehensive community intervention model, the focus on marginalized groups stands out. Its work has re- covered participants from gang groups and drug addictions or has prevented their incorpora- tion into illicit activities.** One of the good practices of the program is the **implementation of a Positive Peer training strategy, with young women and men leaders who have gone through the same experiences and can now show alternative paths to their peers who are benefited by the pro- gram.** In this way, the awareness of co-responsibility is developed through dynamics of mutual support that lead each member to live constructive responsibility for the other. Monitoring programs are also developed in the street, linking community networks (UNESCO, 2009a).
Citizen Training	**Citizens' Curriculum. United Kingdom**	One of the Report on Adult Education in Europe (EAEA, 2019b) recommenda- tions points to the need to **emphasize active citizenship,** recognizing their role in society and making their voice heard, expanding the scope of empowerment. Furthermore, Preston (2004 in EAEA, 2019b) highlights the role that education has in civic engage- ment, the desire to have a positive role in public life, the probabilities of voting, the construction and maintenance of social networ- ks, and training of values such as to- lerance, understanding, and respect. An example of these is the Citizens' Curriculum in the United Kingdom. Citizens' Curriculum links the development of personal and interpersonal skills (self-mo- nitoring, self-esteem, empathy, decision-making, pro- blemsolving, commu- nication, and conflict management) with language, reading, and math basic skills, digital, financial, environmental, health, and civic education. The above is done in a way that is relevant to the context and participatory according to the students' interests. In this sense, it aims to **realize the student's potential, active participation in society, empowerment, development of autonomy and self-efficacy, impact on their families and communities, motivation to continue learning, and par- ticipation in the labor market.**

Domain	Programs, Experiences and Good Practices	Description
Managemen	**Financial Incentives for Schooling. Reaching Out-of-School Children (ROSCII), Bangladesh**	Although school coverage rates in Bangladesh are almost universal in pri- mary edu- cation, and there is gender parity in the access to primary and secondary education, this program seeks to address those children and adolescents from the poorest fa- milies who cannot access or drop out of school due to poverty, especially in rural districts. Pedagogically, it takes the experiences of the formal system and NGOs to allow completing the fifth grade and making the transition to secondary education, also offe- ring training in technical skills. **Stipends are given to the students' fami- lies, in addition to books and school supplies, and uniforms, to prevent children from having to work to help their families and attend school.** The schools allow students with school lagging (between 8 and 14 years) to attend, with flexible schedules and a teacher accompanying them until they are ready to take their fifth-grade exam to move on to high school. **In the case of adolescents with more backwardness, over 15 years of age, they receive an additional stipend from participating in programs to develop skills for employment, and it is sought to place them in jobs.** Currently, there are 690,000 children and adolescents (half of them wo- men) in 20,400 schools of this type in the most disadvantaged sectors of the country, with an attendance rate oDfe8s6c%r.iIpntiadodnition, 12,277 teachers and 4,000 school officials have been trained (World Bank, 2019).
Gender Focus	**Social Reintegration of Ex- Women Prisoners. PROVE Project, United States.**	Case, Fasenfest, Sarri, and Phillips (2005) documented an exclusively women's reintegration program for the population previously deprived of liberty. Although it is a population with particular characteristics and circumstances, its focus on labor reintegration sheds some light on approaching this aspect in second-chance education. Some participants have conflicted with the law and have been deprived of their liberty. On the other hand, the discriminatory barriers faced by ex-women priso- ners are related to those faced by women who have dropped out of the school system or have become teenage mothers. The framework in which this program is carried out implies **a step from the punitive vision of deprivation of liberty to rehabilitation, which includes education, universi- ty, and technical courses, to obtain or improve skills that increase employability and simultaneously allow socialization, improving self-esteem, and social functioning.** In the pro- gram, it is observed that women have special needs that are not present in their men counterparts: reduced self-esteem, more significant social stigma associa- ted with their confinement, fractured families, where many are single mothers and are reunited with their children upon release, having to re-establish that relations- hip. In addition, they tend to have a high prevalence of physical and sexual abuse in childhood and substance abuse (Case et al., 2005).

Domain	Programs, Experiences and Good Practices	Description
Gender Focus	**Social Reintegration of Ex- Women Prisoners. PROVE Project, United States.**	**The support for labor reintegration, in this case, includes enrollment in technical programs and universities, support to their housing situation, family relationships, care and custody of children, employment discrimination, and addressing personal barriers such as illness and substance use.** The program's flexibility allows them to resume their studies and provides them with psychosocial support through mon- thly meetings with peers, psychological counseling, community resources, housing, parenting classes, and job search assistance. It also provides tutoring, follow-up on their grades, and support with scholarshiprelated bureaucracy. Participants report that it is a source of support and motivation and that it provides them with a safe space where there are only women who understand the challenges they face (Case et al., 2005).

VII. Conclusions and Recommendations to Implement a Second Chance Education with a Gender Perspective in Chile

An SCE with a gender perspective is an education where power relations in society are visible and how different groups or identities are affected by these hierarchies and dynamics. Also, an education that helps to think about how to question and change these power relationships when they are oppressive. Among SCE students, it can help to redefine the stories of school failure or dropout, understanding the barriers and obstacles they have faced and face as women students.

The majority of girls and young women excluded from the school system live in poverty and socioeconomic vulnerability. In a higher proportion than the rest of the population, they belong to indigenous or migrant peoples and reside in rural areas. Furthermore, a proportion of them has become pregnant during their school years.

The above leads to intend spaces that promote women's empowerment in a focused way and reveal gender inequalities in our society so that the students can integrate this perspective and apply it in the different areas of their lives. It is also necessary to explicitly include content with a gender perspective within the curriculum to advance the empowerment of the participants, especially in rural and poverty contexts and in those spaces where women exercise the most traditional gender role, where inequity is even higher. In Chile, the curriculum must make visible aspects such as the domestic and caregiving roles attributed to women, affecting labor and salary gaps.

The importance of schooling for the excluded people themselves, the school system, and the country's development merit investment in public policies that attract excluded children and adolescents to SCE. Likewise, SCE must present to girls and young women and their families the advantages of reintegrating into education to attract them to schools. SCE must invest efforts in generating trust to favor the educational process, make a good diagnosis that contemplates the academic and psychosocial spheres, strengthen students' expectations for the future, develop strategies to prevent new out-of-schooling processes, and implement a personalized monitoring process. The latter implies providing a follow-up after graduation from the program, supporting the job placement process.

The COVID-19 pandemic the world is going through generates conditions that increase the vulnerability of children, adolescents, and young people and increase the chances of dropout. Therefore, it is crucial to apply programs and policies that prevent this situation, focusing on at-risk students.

The study concludes that SCE has particular characteristics that require more significant efforts than traditional educational establishments due to the students' characteristics and levels of violation of their rights. In particular, there are differences both in educational trajectories and in employment plans between men and women students. On the other hand, this type of education requires the operation and organization of the establishment focused on the students' success. Therefore, a team and an exceptionally committed and trained way of working are necessary.

As a result of the study, in which a review of several second-chance experiences in the world was carried out, as well as interviews with subject matter experts in Chile, it is possible to conclude with a series of recommendations in various important aspects to achieve an effective SCE with a gender perspective.

1. Public Policies

Public policies must recognize the added difficulties of educational re-integration work and provide flexibility of action to SCE. Being able to count on stable resources, not contingent on attendance, is vital for SCE given the characteristics of their students. Reintegration schools must be recognized as specialized institutions and have an administrative status that allows them to operate under a particular modality, different from a traditional school, given that their population has other needs. It is also essential that the SCE has the resources to include a psychosocial team within the school to support the students. It is necessary to modify aspects of the competitive funds to which these schools can have access, where a longer time horizon of the reintegration programs should be considered. It must also incorporate a follow-up period of at least two years, which could also be extended to reintegration schools after high school graduation, allowing verification of aspects related to the continuity of studies and job placement of the participants.

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Develop an advocacy role in public policy from SCE, either from the teachers' association, the SCE unions, or groups, which allows transmitting to decision-makers the experience of the schools and the needs of their students and work teams. The above is intended to promote the delivery of financing and the required facilities and continuously improve SCE guidelines. It is also essential to contribute from SCE to modifying, from a gender perspective, public policies that affect educational and labor justice.

- -

It is necessary to contribute to modifying public policies to promote the insertion of women in the workplace, including national laws regarding caregiving, which makes it difficult to hire women. In addition, improve risk assessments of the financial system with a gender perspective, allow access to higher financing; promote the approach of marketing networks, and strengthen training opportunities in technical aspects, information, and production technologies, to boost business growth (Comunidad Mujer, 2016; GEM, 2017; World Bank, 2010).

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Public policies must incorporate how gender specificities are manifested for girls and young women in the intracurricular dimension (teachers, school climate, curriculum) and extracurricular (socio-economic context, family, culture) to develop effective reintegration solutions. In addition, they must address the structural inequalities that, based on their multiple identities, afflict the majority of students who drop out of school and participate in SCE programs and their resources and capacity for empowerment and agency.

1. Public Policies

Maintain a balance in education programs between promoting competition and meritocracy and recognizing inequalities that determine different starting points for women with different identities (sexual orientation, identity or expression, class, race, belonging to indigenous peoples, migrants, among others). Furthermore, it is necessary to adopt an empowering approach, especially when working on women's entrepreneurship, to combat the historical gender socialization that affects women's self-esteem and self-efficacy.

Public policies in SCE must value diversity as the regular school system has tended to be exclusive with groups such as native peoples and migrants (who are overrepresented in the out-of-school population), in linguistic and cultural terms, or sexual and gender diversity. In this sense, educational policy, and especially for SCE, must take charge of repairing these exclusions, offering an education that values differences and incorporates diversity in the curriculum, making visible from intersectional perspectives the implications of being a woman and belonging to these historically marginalized groups.

Present information disaggregated by sex that allows second-chance programs and schools to understand the factors that affect men and women concerning out-of-schooling and to carry out differentiated interventions when appropriate. Likewise, the Ministry of Education must ask the schools and programs working in reintegration to disaggregate the information by sex when conducting the evaluations to form an overall picture regarding SCE.

Provide technical-pedagogical references for schools to strengthen the curricular-pedagogical aspect of SCE projects through innovative and active methodologies. In this sense, the educational policies and the quality assurance systems of SCE must incorporate support for the schools, to which they can resort in case of difficulties in the technical aspect.

2. School Management

Develop students' information and follow-up systems focusing on known risk factors for out-of-schooling with a gender perspective. This allows multidisciplinary teams to work collaboratively and effectively, avoiding dropouts and supporting students in their training process and subsequent job placement. This system also helps generate referrals for other services if students experience rights violations of rights outside of school, which could lead them to drop out of school at some point.

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Promote a **horizontal and close leadership system** in the management teams and teachers within the school.

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Encourage the **generation of learning communities** that incorporate the gender perspective, reflect on their practice and develop joint solutions to their problems.

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Provide an adequate infrastructure that considers the use of spaces from a gender perspective, inviting the students to make expansive and active use of these, for example: encouraging the use of the playground and the practice of sports, without being limited by gender stereotypes where the feminine has historically been associated with passivity and containment of expression and movements; Likewise, foster among them topics such as computing and programming (areas numerically dominated by men) or reading about women leaders in different fields, encouraging the use of areas such as the computer room or library during free periods.

- -

Introduce as much flexibility as possible in the programs to meet the heterogeneity of needs and situations of girls and young women in SCE. Offer different modalities, schedules, routes, excursions, contents, and pedagogical strategies that allow for flexibility in school time. Leave the classroom space and connect with the territory and community based on projects that consider the students' diverse interests.

- -

Aim for a smaller class and school size to reduce the risk of school failure (OECD, 2012) by facilitating the personalized support suggested for SCE. In addition, the student-teacher ratio should be approximately 6:1, and the student-professional ratio in the psychosocial field should be approximately 20:1 (Hogar de Cristo, 2019).

3. SCE Teams and Teachers
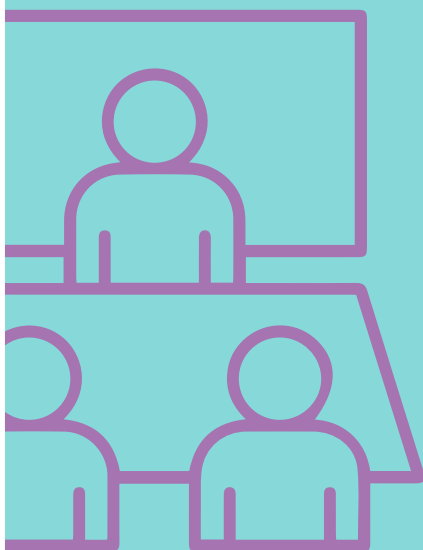
It is recommended that the SCE has internal psychosocial teams with different professionals (psychologists, social workers, special educators, among others) working collaboratively. The psychosocial team promotes an adequate school climate, providing support to the students in their educational trajectory; teachers in the relationship they establish with the girls, especially in crises; and school professionals in forming a cohesive team. This psychosocial team must support the interventions with the students and the families, carry out appraisal processes and monitoring plans, and link with different services (health, labor). Apart from the teaching staff, the team should include administrative staff, cleaning staff, maintenance staff, and food handlers in its training processes and team meetings since they share a great deal of time with the students and have valuable information (Hogar de Cristo, 2019). It is essential to consider training these teams to know how to act in case of crises, make the required referrals, and create conditions for their permanence in the workplace to build stable relationships with the students, including self-care and co-care spaces.

- -

Strengthen teacher training in the psychosocial domain, pedagogical strategies, and a critical gender perspective, analyzing prejudices and social stereotypes that deepen gender inequalities. It is vital to incorporate the notion of intersectionality, a structural insight, and perspectives that promote agency and collective capacity from a territorial and community resource perspective. It is also important to show teachers how their preconceptions about gender affect their students' academic and work expectations. The above has a significant and direct effect on women students in the manner of self-fulfilling prophecies and the decisions that adolescent girls make about their careers, often limited to traditionally feminized environments, with less prestige and remuneration.

- -

Promote autonomy and teaching leadership, encouraging an active role in the research, training, and dissemination of experiences and good practices in SCE.

- -

Improve teachers' working conditions regarding salaries, planning time, and psychosocial support professionals at school to prevent burnout, considering the effort required to work with a population from vulnerable contexts such as those attending SCE.

3. SCE Teams and Teachers
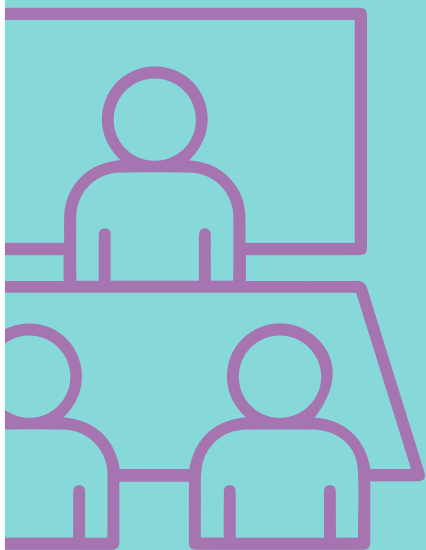
Incorporate the role of mentors or tutors within the schools, who carry out a personalized follow-out of the students, preferably women and who have a similar history, to allow an identification that motivates them to develop alternative life plans. The tutor's task is to build a relationship of individual trust with the student, transformed into a significant figure beyond the school context, from the personal and emotional sphere. The tutor is challenged to know the context and situation of the student, provide support to develop the study plan, and maintain the bond with the family if appropriate. Therefore, a counselor should not have more than four students under his or her supervision. During their stay at the school, they must meet at least once a week, and after graduation, they must meet with the girls regularly for two years. Ideally, each student should have only one tutor during their entire stay in school and upon graduation (Hogar de Cristo, 2019). Having a "positive peer" from a context similar to that of the student can help when they are involved in marginality, gangs, drug addiction, or illicit activities (UNESCO, 2009a)

Foster a close bond between teachers and students, understanding that it will favor the teaching-learning processes and make students feel satisfied and motivated at school. It is essential to understand the work in SCE as affective based, which implies developing a relationship of mutual respect and trust, where the teacher shows empathy and compassion, and the student feels recognized and not stigmatized. Teachers should be provided with strategies to establish trusting relationships, compensate students who have had a history of lousy school experiences, and support them in the face of the possible emotional overload implied in their role. There should be a daily space for activities that promote bonding and allow knowing the state of mind of each student and the socio-family situations that predispose them for learning. In working with a law-breaking population or in a situation of violation of rights, it is recommended that programs for girls and young women offer less restrictive and authoritarian environments and focus on relationships.

4. Pedagogical Sphere
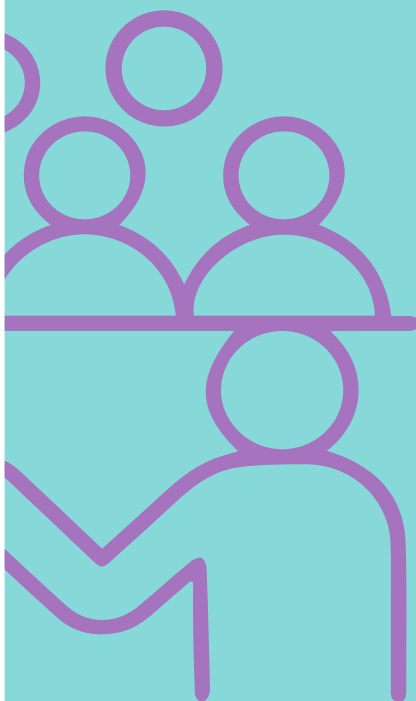
Incorporate active and student-centered pedagogical methodologies, such as Project-based Learning or Service-Learning, which allow the curriculum to have contextual relevance, generate meaningful learning where products positively impact the community, and develop job skills in the students. The methodologies should put the student at the center of learning through personalized learning and recognition of their previous knowledge and culture. These should be innovative, entertaining, inclusive, and empowering methodologies (EAEA, 2014).

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Create **mental models and thought patterns among students that promote metacognition** to develop autonomy and self-regulation of learning. One way to articulate this is through the use of self-assessment.

- -

Encourage the **citizen role of the students in the learning process,** develop their critical thinking, foster their active participation in their community and society, promote awareness of rights, and student organization and leadership. This aims to overcome gender stereotypes that give women a secondary role in public life. The curriculum can incorporate values, digital, financial, environmental, health, and civic skills training.

- -

Incorporate an evaluation of the academic and psychosocial spheres, making the students' progress visible, with continuous feedback and inclusion of forms of self-evaluation. Do not focus only on the positive characteristics and academic achievements, as is usually done in the regular school system, but consider the students' social skills, innovative ideas, or social engagement.

5. Psychosocial Sphere

SCE should strengthen the development of social skills and self-esteem as a core component. Some of the skills that should be strengthened among the students are autonomy, critical thinking, self-discipline, proactivity, responsibility, and conflict resolution, which will favor their development in work and life in general (Hogar de Cristo, 2019). It is also necessary to address the stigmatization that students carry, reversing the devalued self-image of themselves, for which it is suggested to provide them with a set of satisfactory learning and participation experiences (UNESCO, 2009a). Furthermore, it is essential to raise expectations for the future, seek educational continuity or job placement, and foster self-confidence in their entrepreneurial skills, which tend to be lower in women than men.

Encourage students to develop future projects not limited by gender stereotypes or previous stories of school failure. It is possible to incorporate personal intervention tools to help students re-signify past negative experiences, developing more abstract concepts in an applied and concrete way to focus on short-term goals and make students' achievements visible.

Generate a good school climate through coexistence policies that generate adequate climates for learning and participation of all. School coexistence includes both relationships between students, as well as relationships with teachers and other school personnel. (Hogar de Cristo, 2019). Positive behavior interventions should be developed to prevent behavioral problems, where behavior expectations are communicated to students clearly and openly to participate in setting them. It is also recommended to develop forms of restorative justice, which focus on mediation and consensus, rather than punishment or sanctions that exclude students. In these interventions, students accept responsibility for causing harm to others and develop ways to make amends. Self-discipline should be promoted progressively, emphasizing the rule's meaning, and without exercising an authoritarian style, but instead emphasizing the relational aspect and incorporating the students in the co-construction of the norms.

Generate spaces for recreation, expression, and student participation. Spaces for learning, recreation, sports, artistic and creative expression can be generated; spaces for student dialogue and debate around the problems and issues of their interest; spaces for the development of projects and service to the community; and spaces for organization such as student government. In these activities, it is essential not to limit the students and to combat gender stereotypes.

6. Job Training and Entrepreneurship

Provide support for entrepreneurship and job placement and address the barriers faced by participants in training programs. Develop a flexible curriculum according to the needs of the students. Provide aid to facilitate entrepreneurship, allowing it to escalate beyond precarious or subsistence entrepreneurship, generate networks with organizations that provide job opportunities after training, know the market needs in terms of job skills, and integrate companies in the SCE students' educational process.

Establish coordination with kindergartens in the territory or incorporate childcare centers in the programs, which ideally continue to provide the service during the job placement phase; as well as to strengthen the role of women as students or workers/entrepreneurs, versus their maternal role or associated with household chores, as well as to combat possible feelings of guilt associated with leaving their children in the care of others for a few hours, or having to reorganize household chores and share them with other members of the family group.


Incorporate Information and Communication Technologies, both as tools for learning and part of labor competencies, especially in entrepreneurship-oriented programs, where aspects such as marketing require mastery of these skills. Additionally, since technology is one of the most masculinized areas of performance, it is necessary to include it in SCE programs aimed at women, working on the perception of capacities and self-confidence in this regard.

Include vocational orientation programs that allow students to learn about trades and professions in different areas and the job prospects for each to promote decision-making that is not guided by gender stereotypes. According to market needs, incorporate programs that include visits to workplaces and talks by professionals (UNICEF, 2019).

Develop partnerships with companies so that students can carry out internships, which bring them closer to job placement. The above would be a significant incentive and make it possible to remedy discrimination in searching for employment based on gender or social class. Furthermore, women need to incorporate these partnerships in traditionally masculinized areas, integrating their professionals in training activities for students with close role models (Réseau E2C France, 2020; E2O Spain, 2020).

Incorporate incentives for students at the different stages of the educational process and in different formats. These may include: bonuses, salaries for internships or community projects carried out, internal competitive funds for entrepreneurship (which include mentoring, in addition to monetary funds), partnerships with organizations or clients that facilitate the scaling up of ventures, or the provision of tools, among others. With these incentives, the attractiveness of participating in SCE programs may increase for women, for whom studying often involves making the necessary arrangements regarding their domestic and maternal roles.

7. Civil Society
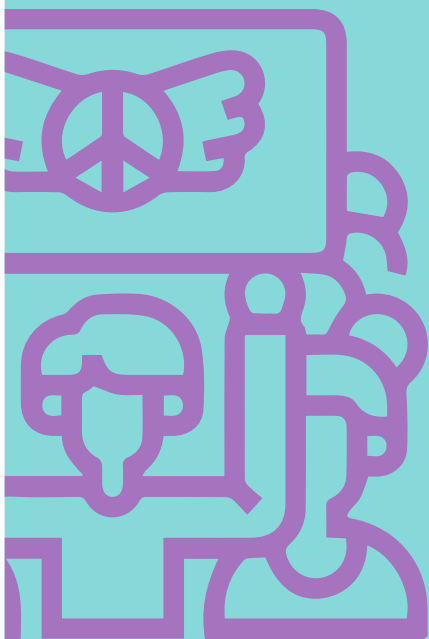
Establish partnerships between the State, companies, and foundations to support the work of SCE and the articulation of job placement with the educational process, generating private funding for schools in addition to the state funding, and establishing agreements for talks with professionals, visits, and internships in different companies, competitive funds for entrepreneurship, scholarships for continuation of higher education for students, or funding for research and evaluation of reintegration programs. In addition, it is suggested to contact companies or foundations primarily motivated to promote gender equality so that the partnerships allow them to comply with their mission and corporate social responsibility guidelines.

Promote openness of the school to the community and encourage voluntary work of neighbors and the community in the school, such as its visualization and recruitment of new students. Promote volunteers who participate as popular educators, tell about their professional e xperience to the students, or help develop school activities open to the community. Incorporating the knowledge and organizational capacity of the community bases can be an effective strategy for SCE, which requires working on the prejudices around the students when they are in the territory, generating instances open to the community.

Foster partnerships with organizations that work with women in the territory, such as legal, physical, and mental health, social protection, and cultural institutions, among other areas, to make referrals of students. Most of these entities have been working on the problems present in the neighborhoods for years, so they better understand them.

Undertake **service-learning activities** with the students that benefit the community and allow for the school's territorial integration.

8. Academe

Foster partnerships between SCE, universities, and other research organizations, which will promote the development of research on second-chance education. The work carried out by these academic centers must maintain participatory guidelines used in participatory action research, highlighting the knowledge of the actors in the field instead of imposing the view "from above" of experts and scholars on research and solutions.

Promote gender mainstreaming in research, disaggregating data by sex, to make visible the problems that mainly affect women regarding dropout, educational reintegration, job placement, and the existing gaps.

Encourage the development of evaluations of SCE programs and include qualitative and quantitative indicators, internal and external evaluations (by ministries or other institutions), and assess the impact on students both in the short and long term.

Develop partnerships so that the knowledge obtained from the research can impact the development of public policies for SCE, especially disseminating new knowledge from a gender perspective aimed at women and with an employment focus. Furthermore, research on SCE allows disseminating its potential and raising awareness of its importance among various stakeholders.

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