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Market through Skill- Acquisition: The Second Chance
Schools Experience**

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Enhancing Interns' Aspirations towards the Labour Market through Skill-

Acquisition: The Second Chance Schools Experience

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Abstract

Second Chance School programmes are active in a number of European countries. These schools offer vulnerable young adults an alternative opportunity to enhance their employability skills by alternating education with work experience. People enrolling in these programmes disengaged from schools at an early age. They already experienced or are at-risk to enter into unemployment. This paper examines the impact of the Second Chance Schools on their participants' aspirations towards the labour market through skill-acquisition.

We are able to identify the perception of Second Chance Schools' interns regarding entry to the professional life. A third of them, for example, consider their attitude or their surroundings as a barrier preventing them from getting a job. However, our results emphasise the role of the interns' coach in improving their aspirations towards the labour market. We also show that when compared to male interns, female interns have a stronger (positive) perception of the school as a place where they can gain skills.

Key Words: Employability, Training, Alternative Education, Aspirations.

JEL Classification Code: I21

1. Introduction

The purpose of this paper is to investigate the impact of two French Second Chance Schools (E2C¹ thereafter) based in Marseilles and Nancy on their interns' aspirations towards the labour market. These are young people in the 18 to 25 age group who left the traditional educational system without an upper-secondary diploma. In other words, they belong to groups who are particularly at risk to be over-represented in unemployment. The E2Cs allow them to re-engage in education and enhance their skills by alternating education with work experience. Both institutions are members of the French E2C network. They are originated from the E2C initiative created by the European Commission in the second half of the nineties. As Lasselle and Tisdell (2007, p. 1047) explain, "this new kind of schooling was envisaged as a way to ease the transition between school and business by bringing them together and to improve the young's employability. Those would in turn be seen as a way to help young people to enter into further training or find a job and avoid social exclusion". On one hand, E2Cs provide knowledge and work experience to their interns. On the other hand, they also aim to raise young people's confidence and aspirations. Therefore, E2Cs enhance the overall employability of their interns. This paper investigates the impact of attending the E2Cs based in Marseilles and in Nancy on aspirations, where aspirations are measured in terms of self-reported levels of interns' confidence.

Since the mid-eighties, countries belonging to the European Union (EU thereafter) have experienced persistently high levels of unemployment. Of course, there have been some discrepancies between countries (even regions within the same country) and various fluctuations over the years. According to Eurostat (2009), in June 2008, the seasonally adjusted unemployment rate was 6.9% among the 27 Members States of the EU against 5.6% in the USA. In France, the rate was slightly higher 7.7%. However, the youth seasonally adjusted unemployment rate has been

¹ E2C: official acronym for 'Ecole de la Deuxième Chance' ('Second Chance School').

higher than the unemployment rate in most EU countries. The EU27 and the USA rates were respectively 15.1% and 12.9% in 2008. The French rate reached 19% in the same year. If the unemployment rate is decomposed with respect to the combination age group and the level of education attainment, the group of young adults with low education attainment emerges as being the most seriously affected by unemployment. In 2002, in the 25-35 age group the EU25² unemployment rate for people with a low educational level is 13.8% against 6.2% for the same age group but with a high level of qualification.

During the same period, the demand for skills has raised within the EU. This rise in skills is one of the fundamental pillars of policy-making of the 2000 Lisbon Strategy.³ It results in making the minimum qualification for successful entry to the labour market the upper-secondary diploma. This prerequisite could exclude permanently from the labour market the population group displaying a lower education attainment. Throughout the EU, the transition from education to employment for this group was already difficult and depending on various subsidy schemes, low-paid temporary jobs, and recurrent unemployment. Enhancing the skills of this population group has then been raised to be a policy objective for at least three reasons. First, the economic environment generates fewer and fewer vacancies available for unskilled workers. Second, those who are persistently excluded from the labour market could generate violence/permanent problems (see for instance Farrington, 1986; Farrington *et al.*, 1986). Third, they could be chronically dependent on various benefit schemes. Analysis for the UK government⁴ revealed that young people not in education, employment or training (the so-called NEET) are twenty times more likely to commit a crime, twenty-two times more likely

² The EU27 percentage for this indicator is not available.

³ The Lisbon Strategy aimed at making the EU the most dynamic and competitive-based economy in the world by 2010.

⁴ Published by the BBC (2005), the Sunday Times (2005) and the British Chamber of Commerce (2008).

to be teenage parents, 50% more likely to suffer from poor health, and 60 % more likely to be involved with drugs.

Vulnerable young adults can be aware that they are quite likely to face unemployment. Their vulnerability is multi-faceted. It is related to their personal issues (for instance attitude) and their environment (for instance their school or neighbourhood). This problem cannot be solved at once. It may lead to bad work habits or work ethics (see Asen, 2002), “transforming many into a permanent class of unemployables” (Hartnagel, 1998, p. 436). Vulnerable young adults usually leave school with a low qualification or no qualifications. Not only do they lack basic skills (numeracy, literacy...etc), but also display poor social skills. They can belong to families in which adults have been unemployed for years or alternating benefits with low-paid jobs for years. They could also suffer from poor health, be victims of drug abuse, or alcohol abuse. The European Commission (2005) stressed that “children who grow up in poverty are more likely to suffer from poorer health, do less well educationally and are at higher risk of future unemployment and of anti-social behaviour”. More recently, Irwin (2009, p. 352) emphasised “how much educational expectations were strongly shaped by class and family background”.

The local environment of these young adults can be an important component of their vulnerability. Indeed, ‘area effects’ can explain how “people’s prospects for social engagement and economic activity are related to the neighbourhood where they live” (Atkinson and Kintrea, 2004, p. 437). Neighbourhood plays an important role in education, employment, and health. Poor education and lack of good jobs in young people’s immediate vicinity make them part of a vicious circle that we describe as “poor schooling in deprived areas, leading to either poor job quality - or high chances of unemployment - leading to living in even poorer deprived areas. Governments have implemented policies such as providing young people with

training and supporting arrangements to give them the opportunity to break out of the vicious circle of exclusion (European Conference, 2004).

The reasons why vulnerable young people are more likely to face unemployment have been thoroughly investigated in the literature (Müller and Gangl, 2003; OECD, 2005; Scherer, 2005); however little is known on the degree of awareness of this situation among young adults, and how they perceive it. Our paper addresses the question of E2C participants' attitudes. We aim to provide an analysis of (i) the young adults' perceptions of barriers to the labour market, (ii) their experience at E2C, and (iii) the extent to which their experience is shaped by their social background (school, family and social networks).

In Section 2, we present the nature of young adults' aspirations with respect to the labour market, particularly those belonging to the vulnerable group. On one hand, this allows us to emphasise their difficult transition⁵ from education to employment. On the other hand, it allows us to understand the E2C role in a European context. Section 3 provides some information about the E2Cs based in Marseilles and in Nancy. In particular, we describe how they integrate young people in their local areas, and help them to enhance their employability skills. Our methodology is described in Section 4. All results are reported in Section 5. The discussion and the conclusion are respectively provided in Section 6 and Section 7.

2. Aspirations and the Transition from Education to Employment

The transition from education to employment for young people has always been of crucial importance. Finding a good job, which matches well with school attainment, has always been considered a prerequisite to become an adult. Successful transition experiences are related to six key ingredients: a healthy

⁵ Our framework fits the first level of the conceptual framework distinguished by Raffe (2009).

economy, a well-organised pathway connecting initial education with work and further study, widespread opportunities for workplace experience to be combined with education, tightly knit safety nets for those at risk, good information and guidance, and effective institutions and processes (see OECD, 1999; OECD, 2000; OECD, 2005). These experiences are influenced by a wide range of factors, including the diversity of educational opportunities, people abilities and tastes, family background, social support, etc.

The Lisbon Strategy states that in globalised economies, information and communication technologies are the norm. As a result, one of the Strategy's goals emphasises that knowledge and skills needed to take a central role in shaping individual professional life prospects within the EU. Demands for higher skills have made the completion of upper-secondary diplomas a minimum requisite for successful entry into the labour market, along with further participation in lifelong learning. Young people with lower qualifications face a higher chance to experience long-term unemployment, or unstable or non-rewarding employment, which can have additional consequence such as social exclusion (see OECD 2005, p. 13).

In recent years, surveys have tried to monitor young people's attitude and aspirations about their transition. Young people's attitudes towards 'life' were first scrutinized by the Spring 1998 Eurobarometer survey and the International Social Survey Programme (see OECD, 1999) between 1975 and 1996. 87% of young employed Europeans were very or fairly satisfied with their lives compared with only 67% of the young unemployed. However, the latter were also more likely than other young people to express how important work is in shaping a person's life. Ten years later, the Eurobarometer (2007) asked young adults questions related to unemployment. Among its findings, we can highlight:

1. When young adults were asked about the most important reason why they might be unable to find a job, 38% said that there was a lack of job opportunities in their country, 12% claimed that there were not enough training opportunities, and 24 % thought that they lacked practical experience.
2. When they were asked about the most useful qualities needed to find a good job, four main skills were mentioned: communication and teamwork skills (27%), having completed an apprenticeship or training course (21%), ICT knowledge (17%) and a foreign language ability (16%).

Spielhofer *et al.* (2009) investigate the reasons why (English) young people do not participate in education or training at the ages of 16 and 17. Their results reveal that young people do not always become NEET as a result of structured disadvantage such as poverty. In some cases, there is may be an active 'choice'. Various reasons that explain why young people may disengage from schools are also gathered. They can be related to education disadvantage or personal issues. Some young people feel that that they were failed by their teachers. Others have the impression that they did not fit in at school. Some of them have complex history and special needs (on which they might have no control). Others simply lack confidence or self-esteem.

3. The Second Chance Schools

The concept of E2C was explicitly introduced in the third objective 'combating exclusion' of the White Paper on Teaching and Learning adopted by the European Commission in 1995. The programme was designed "to combat exclusion by offering a second chance through school".⁶ This was the only concrete project that the European Commission would directly support as a pilot scheme at the end of the

⁶ The E2C does not prepare a workforce, which could integrate the 'knowledge economy' as more recent programmes do (see for instance the E2E programme analysed by Simmons (2009)).

nineties (see European Commission (2001) for details). The ambition was to have one E2C per country, selected from a list of projects by each Member State. The first E2C to be inaugurated was in Marseilles (France) in 1997. A total of 13 E2Cs would be open across the EU by the end of 1999. In the following years, some E2Cs would grow, others would be newly open, some would close. E2Cs differ from one another according to the local environment and/or the national specificities.

However, E2Cs keep the same spirit. They are work-based programmes aimed at young people not yet ready for employment, apprenticeship, or further education. They have to be located in deprived areas and organised around the needs of the young adults and their local environment. Although partly financed by the European Structural Fund, they are based on a strong local partnership with the local authorities and businesses. E2Cs need local teachers, local social workers, and local job opportunities. Once admitted to E2Cs, interns alternate teaching with work experience. They benefit from new learning and teaching methods and are asked to take an active role in their studies. Their individual needs are always taken into account, thanks to the support of a teacher or a coach (each of them would have at most 12 interns to supervise). The teaching aims to develop basic skills (numeracy, literacy, social skills). The use of ICT and media in learning is compulsory. In summary, these institutions can then be seen as a development hub of employability skills for young people with low qualifications/no qualifications.

In France, E2Cs are now part of the local urban policy. Their role was made official at the national level in January 2009 by the new “suburbs plan” launched by the French government. Some E2Cs have decided to make official their affiliation to a network under the label “E2C Network”⁷. The network is composed of 13 E2Cs across the country which adhere to the same charter and the same philosophy,

⁷ There also exists an association of European Second Chance Schools.

although some local specificities can be taken into account in their respective programmes. According to Réseau E2C France (2009), 4,737 young adults were enrolled in the 13 E2Cs in 2008. The average age among the interns was 20.5 years, and the gender split was 55% for young female interns, and 45% for young male interns. 93% of the interns had low qualifications. Out of 4,737 interns, 1,431 of them were still pursuing their training/life-long learning training, 2,226 have left the E2Cs. 62% of the E2C leavers would have either attained a higher level of school qualification, or gained employment.

Our paper focuses on two E2Cs: Marseilles and Nancy. Both institutions share the same spirit; however, they differ in terms of size, links with the local authorities, and recent developments. The E2C in Marseille was the pilot institution and it is still in many respects the flagship of this scheme. Located in one of the most deprived areas of Marseilles, it has enrolled thousands of interns since its creation in 1997. In 2008, 565 interns registered in the institution. It is also well integrated in the local environment. Interns from the county come to be trained in Marseilles. The E2C Nancy is slightly different. Smaller than Marseilles (352 interns), it is also strongly linked with the Chambre du Commerce et d'Industrie (the "City Chamber") of the county. The E2C Nancy has developed in a capillary way. There is now a small network of E2Cs in the county.

4. Methods

4.1 Participation

All interns present the day the researcher visited both E2Cs were asked to complete the questionnaire. In Marseilles, completed questionnaires were received from 48 interns out of 99 enrolled interns (i.e. a response rate of 48%). In Nancy, completed questionnaires were received from 48 interns out of 68 (i.e. a response rate of 71%).

The majority of the interns composing our two samples mainly came from the surrounding of both institutions and lived with at least one of their parents.

The sample was composed of 44 young females and 52 young males, that is to say a gender split of 45.8% and 54.2%. Their average age was 20 years old (the youngest intern was 17 and the oldest 29). 44% of our sample were 19-20 years old. 27% of our respondents had been in the programme for less than 7 weeks, and 48% of them between 15 and 30 weeks. Their educational level was low; the vast majority of them were not awarded an upper-secondary diploma at the time of their enrolment.

In the case of E2C Marseilles, 51 interns still enrolled in the E2C did not fill in the questionnaire (24 young females and 27 young males). As interns from E2C Hamburg were visiting Marseilles, 13 Marseilles interns were accompanying them. 20 were absent; 15 did not want to fill in the questionnaire; 3 were at work. In the case of E2C Nancy, 20 interns still enrolled in the E2C did not fill in the questionnaire (8 young females and 12 young males) the day of the researcher's visit. One intern did not want to fill it in; 10 were either already working (job contract), or going through their apprenticeships; 3 were sick and 6 were suspended.

4.2 Questionnaire Design and Items

The questionnaire (available in the appendix) is primarily designed to measure the change in the participants' attitudes towards their employability following their enrolment in the E2C programme. To a lesser extent, the questionnaire also measures how these attitudes are affected by the interns' own family and environment backgrounds, factors which could be barriers to the labour market. The questionnaire is also able to assess whether gender differences play a role in the process of aspiration formation.

The questionnaire, which comprises of fifteen questions, is divided into three sections. The first section evaluates the young people's intentions, perceptions, and attitudes towards attending E2C and the labour market. It investigates how these variables are affected by social context. In addition, one of the questions addresses barriers to the labour market. In the second section, the questionnaire assesses how respondents perceive the E2C prior to participation in the programme, and measures the attitudes of the interns about their forthcoming attendance. The third section is directly related to the evaluation of their E2C experience while attending the programme.

For each question, interns are presented a list of possible answers (including a deviant factor "other"). These answers are based on findings in the literature reviewed in Section 2, and extensive interviews with the directors of both E2Cs, some teachers/coaches, and interns. The respondents are asked to either tick or rank answers to each question in order of importance.

The aggregate response to each question was analysed using summary statistics (*i.e.* mean, median, and frequency). The analysis was performed either with respect to the number of respondents and gender, or with respect to the total number of responses. The relationships between the intern's employability and aspirations were examined by applying a standard Fisher's test analysis.

5. Results

Let us first remark that more than 3 participants out of 4 (77.1%) thought that being a E2C intern will facilitate their access to the labour market. However, less than 1 participant out of 2 (49%) thought that they will return to education "in the future". The percentages are slightly higher in Marseilles than in Nancy.

Attitudes prior to participation

Half of the participants were encouraged to participate to E2C by their Mission Locale advisor. As any prospective intern needs to be referred by the advisor to enter into E2C, we expected a higher proportion. The proportion was lower in Marseilles than in Nancy. Many Marseilles' interns indicated themselves as the person motivating them to participate to the E2C programme. However, this surprising finding can be interpreted in a positive way as it denotes commitment and motivation from the prospective interns and/or the reputation of the E2C activities. This is confirmed by the outcome of question 2. In both E2Cs, the most frequently reported reason to attend E2C was to obtain an apprenticeship or a job contract. The second most reported reason was to obtain training. These results were expected as these are the objectives of E2C. Nevertheless, an interesting result comes to light by aggregating the first and the second response. Under this aggregation, it emerges that a quarter of the interns wanted to participate to the E2C to gain confidence in themselves

Perception of barriers to labour market entry

The main barrier to access a professional activity is perceived as being the lack of qualifications. In both E2Cs, this response came first by a very large margin. At the time of the questionnaires were filled in, interns did not perceive the level of unemployment as a primary barrier. However, another barrier was surprisingly emphasised by the respondents: their own attitude or their surroundings. More than 1 participant out of 3 perceived these two items as barriers aggregating the first and second most frequently reported responses.

In the attempt to interpret this result, we should emphasise that our participants were aware of being among the least academically able. They acutely perceived this barrier as they had to apply for jobs and find/have training during their stay at E2C. However, they perceived their own characteristics or the place they lived

as a barrier. These are quite pessimistic points of view for young people. The latter could be linked to recent findings in the literature related to how the attitudes of residents in deprived areas influence and are influenced by education and employment outcomes (see Atkinson and Kintrea, 2004). They could also reflect the fact that people are less likely to be attached to deprived areas than more affluent areas (Livingston *et al.*, 2008).

Confidence, Attitude, and Networking

E2C initiatives are indirectly designed to enhance young people's aspirations. One useful measure of a post-intervention outcome variable is provided by the question on how interns would describe (i) E2C, and (ii) their E2C experience. They were asked to rank their responses which can be classified broadly as social (nice place, meet new people), educational (professional skills, understand the labour market) or psychological (confidence, personal development). While the work experience and the educational aspect of the E2C should not be belittled, the psychological response is of particular interest insofar as low levels of confidence are an inhibitor to successful experience in the labour market. To measure an individual's pre-treatment level of confidence, we use the question that asks interns to describe their feelings on finding out that they had been accepted to the E2C programme. As the following outcomes highlight, changes in attitude among participants or in circle of friends are not negligible.

1. 28 participants ticked "no particular emotion" when they found out they were accepted. Out of these 28, 21 (75%) started to think more positively about their future.⁸
2. 24 participants sought confidence when they wanted to participate to E2C, 18 of them (75%) stated they made progress thanks to their coach while at E2C.

⁸ Participants could tick several responses to this question. Let us add that 13 (46%) indicated that they felt "as always" on the first day at E2C.

3. More interestingly, 9 participants (less than 10% of our sample) stated they wanted to participate to E2C to meet new people, they were 24 (25%) to state E2C is a fantastic place to new people and 18 (19%) to describe their experience as “having new friends”!

The E2C experience

Dealing with work experience itself, interns of both genders saw the work experience available during their stay at E2C as a way to gain experience for their future work.

We can refine this result by highlighting two facts:

1. Out of the 74 participants (77% of our sample) who ticked “yes” as a reply to question 11 “do you think that belonging to this School will help you to access the job market?”, 54 wanted primarily to participate to E2C to obtain an apprenticeship or a job. A very large majority obtained what they wanted in the first place.
2. Out of the 69 participants (71% of our sample) who ranked 1 or 2 their participation to E2C to apprenticeship or jobs, 47 described their work experience as a way to gain experience for their future work.

In addition, we can observe that when it comes to evaluating their overall experience, 3 participants out of 5 claimed that they knew what they wanted to do. If we aggregate the first two most frequently reported answers, 4 out of 5 interns stated that they knew what they wanted to do! As far as their engagement with the labour market is concerned, 1 participant out of 2 knew where to go to find a job and/or what they had to do to find a job (the first two most frequently responses are pooled).

The experience of the E2C is therefore highly beneficial for the interns. Not only do they benefit from work experience, but they also gain knowledge about

themselves and about the labour market. We will come back to these findings in Section 6.

Gender and Location differences

There are some statistically significant differences in the questionnaire's responses by location that are worth highlighting. First of all, we can observe a quite remarkable location effect. Female interns attending Marseille's E2C did not respond significantly differently from their male peers, where in Nancy some gender differences in responses were noticeable. In particular, compared to their male peers, we observe that Nancy's female interns provided significantly more frequent responses when stating that (i) their reason to attend the E2C was to obtain training (Question 2) and that (ii) they perceived the E2C mainly as a place to gain professional skills (Question 7).⁹, Moreover, Nancy's female interns were more likely to recognise the role of their coach as fundamental in their experience at the E2C, compared to their male peers. Pooling together the responses of both Nancy's and Marseille's interns, the number of female interns who perceived the E2C mainly as a place to gain professional skills (Question 7) was still significantly higher than males.

Thus, when compared to male interns, female interns had a stronger perception of the school as a place where they could gain skills, and a stronger (positive) view of their coach as the person who helped them to learn and improve their employability chances. Females were in general more positive about the role of the school. They had better perception of its goals and objectives and better consideration of their coach as the person who was teaching them how to improve their employability. This finding can be related to the literature on educational attainment, which usually finds that female students nowadays outperform their male peers. Our research complements these findings, by showing that female interns

⁹ With a significance level of 5% and 10%, respectively.

display clearer perceptions of the aims and objectives of the programme they are participating to.

6. Discussion

As in Keir *et al.* (forthcoming), we acknowledge that the limitations of the survey instrument constrain the interpretation of the results. The population from which our sample is drawn is relatively small. The questionnaire was completed by two samples of interns. No pre-treatment questionnaire was administered that would assist in tracking changes in attitudes during the course of E2C. No follow-up interviews with some of the participants took place. We also acknowledge that our assessment of the participants' social environment and network is rather limited.

However, our research points out two interesting facts. First, interns trust that their participation to the E2C programme will boost their professional life chances and, to a lesser extent, their return to education. However, they all feel that it is their particular relationship with their coach who is helping them to make progress, and to understand the labour market. These two points should be analysed in the light of the empowerment concept commonly used in Development Economics, and currently adapted to recent policies addressed to vulnerable young people. In the latter, empowerment is centred on motivating young people to actively engage in their transition from education to employment. These need to be able to identify a goal and have a feeling of control in reaching it. In the case of vulnerable young people, 'motivation usually requires trust towards the institution and professionals, spaces for self-experimentation, (non-formal) learning approaches that start from the individuals' strengths and interests rather than demanding the compensation of individual deficits (...) and the possibility of choice' (Walther and Pohl, 2005, p. 18). E2Cs give the opportunity to young people to be actively involved in every step of their transition.

Our findings stress that the interns are able to identify their needs and take responsibility.

In addition, our research puts forward some elements that should be taken into account when E2C or similar programmes are analysed. The E2Cs are designed to foster/ease the transition of young people to the labour market, especially for those not in education, employment, and training. The essential measure to evaluate their success is to account for the number of pupils who access the labour market, but we would like to stress that it should not be the only one. As the population targeted by E2C is fragile and often displays complex difficulties, the fact that young adults commit themselves into a challenging programme is a positive aspect and successful outcome on its own. We showed that E2C boosts significantly the confidence of their young interns and have a direct influence on their social environment and their social influence. In other words, E2C schemes do tackle the lack of qualifications of these young people, but also the social obstacles they face. Raising confidence, tackling social obstacles, providing better understanding of the labour market should also be essential elements of any programme aiming at enhancing employability. They should also be taken into account when these programmes are evaluated.

7. Conclusion

This study investigated the impact of attending two E2Cs on their interns' aspirations. It was based on questionnaires administered to 96 participants. Our results indicate that whilst attendance does have a favourable impact on interns' attitude in general, the role of the coach is highly valued by the interns, and that the E2C makes a positive impact on interns' confidence and social network. Our results also draw attention to the importance of the interns' environment.

Our results can be extended in several ways. First, it is clear that further research is needed to assess if the same results can be corroborated over time within these two E2Cs. Second, it would also be interesting to assess whether the outcomes are dependent on the specific E2C attended. Third, the progression of these interns in terms of labour market performance should also be evaluated. Finally, it would be worthwhile to compare our results with respect to aspirations with other interns participating to VET programmes.

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All errors are ours and the views expressed in this paper are ours and do not represent those of both E2Cs and of the French E2C Network.

Appendix

To perform our gender analysis, we computed the number of first-ranked responses for each question, aggregating over the number of questionnaires received. Thus, for each question, we isolated the responses that capture a category of interest for our study (e.g. aspirations), pooling all the other available responses as a residual category according to Table A.1. Thus, for each category of interest, we constructed a two-entry table to identify the presence of a significant difference in responses by gender. The presence of significant differences by gender was assessed by testing the alternative hypotheses:

H_0 : The response of interest occurs with higher frequency for female respondents (with respect to other responses).

H_1 : The response of interest occurs with the same frequency between female and male respondents (with respect to other responses).

Given the limited number of questionnaires available, a standard one-tailed Fisher's Exact Test was employed. The P-values associated to this test are also reported in Table A.1, separately for the two E2Cs, as well as aggregating responses across the two schools. As standard, assuming a significance level of 5%, the decision rule states that $P\text{-value} < 0.05$ implies a statistically significant difference in the response by gender.

Table A.1 First-ranked response by gender

Question No.	Response(s) of interest	Fisher's P-value		
		Marseille	Nancy	Pooled
1	"Mission locale Advisor"	0.2159	0.2152	0.0877*
2	"Have a training"	0.6008	0.0370**	0.5592
3	"I don't have the right qualifications"	0.2956	0.4235	0.4898
4	"Happy" and "I wanted to start immediately"	0.5650	0.4353	0.3995
5	"Yes"	0.5883	0.2496	0.2988
6	"I had a lot of unanswered questions" and "I was happy" and "I was a little bit worried"	0.5014	0.2450	0.3854
7	"It's a place to gain professional skills"	0.2348	0.0579*	0.0334**
8	"They prepare me to my future job"	0.5556	0.3299	0.4205
9	"My coach helps me to improve" and "My coach helps me to understand the labour market"	0.1092	0.0208**	0.4141
12	"Yes"	0.1774	0.3255	0.1125

** Significance level of 5%

* Significance level of 10%

Your NAME		
Gender		
✂-----		
We would like : <ul style="list-style-type: none"> To know the effect/influence of the Second Chance School on your behaviour And understand your experience at the Second Chance School. 		
NUMBER:		
1. Who has encouraged you to think about going to the Second Chance School? Please rank them in order ie 1,2,3 etc.	Parent(s)	
	Brother or sister	
	Mission Locale Advisor	
	Friend(s)	
	Nobody	
Other (please explain)		
2. I wanted to participate to the Second Chnace School to: Please rank them in order ie 1,2,3 etc.	Have a training	
	Gain more confidence	
	Get an apprenticeship/ a job	
	Meet new people	
	Discover new things	
Other (please explain)		
3. What do you perceive as being the main barriers preventing you from getting a job? Please rank them in order ie 1,2,3 etc.	I don't have the right qualifications	
	There is too much unemployment	
	No-one is encouraging me to go	
	My attitude	
	The place I live	
	I don't know of any barriers	
Other (please explain)		
The following questions relate to <u>your attitude</u> before you started the Second Chance School.		
4. How did you feel when you found out that you were accepted to the Second Chance School? Please ✓	Happy	
	Worried	
	I wanted to start immediately	
	No particular emotion	
	Other (please explain)	
5. When you learnt your application was successful, did you start to think more positively about your time after leaving the Second Chance School? Please ✓	Yes	
	No	
	Attitude stayed the same	
The following questions try to understand your experience at the Second Chance School.		
6. How did you feel on the first day of the programme? Please rank them in order ie 1,2,3 etc.	I had lots of unanswered questions	
	I was happy	
	I was a little bit worried	
	I was not happy to be here	
	As always	
	Other (please explain)	

YOUR NAME		
Gender		
----- ✂ -----		
7. How would you describe the Second Chance School? Please rank them in order ie 1,2,3 etc.	It's a nice place to be	
	It's a fantastic place to meet new people	
	It's a place to gain professional skills	
	The School helps me to develop my confidence	
	Without the coach, I would have left	
	It is not a school	
Other (please explain)		
8. How would you describe your stay in firms? Please rank them in order ie 1,2,3 etc.	They are not what I expect	
	They prepare me to my future job	
	They don't last long enough	
	I had/have difficulties	
	Without my coach, I would have given up	
	Other (please explain)	
9. How would you describe your experience at the Second Chance School? Please rank them in order ie 1,2,3 etc.	My coach helps me to improve	
	My coach helps me to understand the labour market	
	I have new friends	
	I am bored when I am here	
	I don't know	
	Other (please explain)	
10. How would you describe your experience in general? Please rank them in order ie 1,2,3 etc.	I now know what I can do	
	I now know what I want to do	
	I now know what I don't want to do	
	I know where I can go to find a job	
	I know what I must do to find a job	
	Other (please explain)	
11. Do you think that belonging to this School will help you to access the job market? Please ✓	Yes	
	No	
	If not, why not?	
12. Would you now consider going back to school? Please ✓	Yes	
	No	
	If not, why not?	
13. Can you tell something that you don't like at all at the School ?		
14. Can you tell something that you like a lot at the School ?		
15. What can be done to improve the School ?		
Thank you for taking the time to complete this questionnaire. All the information given will be treated in the strictest confidence. This information will only be used for research purposes by two members of University of St Andrews staff (Scotland).		

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