

The International
JOURNAL
of
LEARNING

Assessing the Relative Efficiency of Training,
Mentoring and Practice in Labour Market Re-Entry
Processes

Guy Tchibozo

VOLUME 13, NUMBER 9

INTERNATIONAL JOURNAL OF LEARNING
<http://www.Learning-Journal.com>

First published in 2007 in Melbourne, Australia by Common Ground Publishing Pty Ltd
www.CommonGroundPublishing.com.

© 2007 (this paper), the author(s)
© 2007 (selection and editorial matter) Common Ground

Authors are responsible for the accuracy of citations, quotations, diagrams, tables and maps.

All rights reserved. Apart from fair use for the purposes of study, research, criticism or review as permitted under the Copyright Act (Australia), no part of this work may be reproduced without written permission from the publisher. For permissions and other inquiries, please contact <cg-support@commongroundpublishing.com>.

ISSN: 1447-9494
Publisher Site: <http://www.Learning-Journal.com>

The INTERNATIONAL JOURNAL OF LEARNING is a peer refereed journal. Full papers submitted for publication are refereed by Associate Editors through anonymous referee processes.

Typeset in Common Ground Markup Language using CGCreator multichannel typesetting system
<http://www.CommonGroundSoftware.com>.

Assessing the Relative Efficiency of Training, Mentoring and Practice in Labour Market Re-Entry Processes

Guy Tchibozo, Louis Pasteur University of Strasbourg, France

Abstract: The important role played by education and training in the access to labour market has often been recognised. However, as regards low-skilled unemployed adults trying to re-enter employment, alternative active policies with no training component are also used. On the one hand, jobseeker mentoring schemes provide the unemployed with job market information, psychological counselling and support to deal with work and daily life issues. On the other hand, jobseekers are offered on-the-job practice within the framework of subsidised employment programmes. The objective of this study is to compare the efficiency of retraining to those of mentoring and on-the-job practice as regards labour market re-entry. The study is based on a survey of 5,000 adult low-skilled jobseekers who benefited from training actions, mentoring services and on-the-job practice from 1995 to 2004 in France. The data were processed by means of probit regression analysis. The results obtained show that training is the most efficient way to lead to fixed-term contracts, while mentoring over-performs as regards access to self-employment. Both approaches are equally efficient to on-the-job practice when it comes to getting permanent jobs. Combinations of the three options appear to be the least effective approach. These results suggest a strategic use of training, mentoring and practice in labour market re-entry activities.

Keywords: Employment Strategy, Job Search, Jobseeker Training, Labour Market Re-Entry, Mentoring, On-The-Job Practice, Retraining, Training Effectiveness, Training Management, Unemployment Support

Introduction

IN MOST COUNTRIES, support agencies for the unemployed provide persons without jobs with three major types of active policies: training, mentoring and on-the-job practice. Active employment policies exclude mere unemployment benefits and financial assistance. Training activities have educational purposes and comprise general as well as vocational components. They are conducted in the workplace or in education and training institutions. Training can thus be described either as formal or as non-formal, but both dimensions are often linked, as Colley, Hodkinson & Malcom (2003) showed. Mentoring comprises such services as providing labour market information; psychological counselling; provision of contacts and networking opportunities; help and support to deal with such issues as accommodation, health, relationships with public services, job search techniques, communication skills, and so forth. On-the-job practice is generally organised within the framework of government subsidised programmes. Practice is intended to generate and enhance working skills and habits as well as awareness of professional issues.

A lot of research has been devoted to the roles of training, mentoring and practice in combating unemployment. For instance, Hanson (1997) reported an experiment integrating school-based learning, practice and mentoring in the US. O'Leary, Kolodziejczyk & Lazar (1998) observed that, in Poland and Hun-

gary, retraining unemployed workers increased their employment probability by about ten percentage points. More recently, a paper by Praetz (2002) reported the important role of vocational education and training in the employment policy of the Victorian Qualifications Authority (Australia). In another paper, Murray and Skarlind (2005) showed that employment probabilities and incomes of young Swedes were significantly higher with further vocational training than without it. In the European Union, Kluge and Schmidt (2002) also found evidence of positive impact of training on unemployment reduction. Many other studies of this type might be cited. The role of job search techniques training was addressed too. Weatherill and Boyd (2001) outlined how that form of "social literacy" could enhance jobseekers' self-confidence. Other Australian authors published a brief guide for workplace mentors (Howell, Toohey & Davidson 2001). The effects of on-the-job practice were not ignored. For example, Eichler and Lechner (2002) acknowledged the positive effect of practice-based labour market policies on the decrease of individual unemployment probabilities in Eastern Germany in the nineties. Most authors also emphasised the role of on-the-job practice in building skills (e.g. Bjornavold 2002).

All the above literature reports experiences and demonstrates that training, mentoring and practice may be efficient to help the unemployed to get back into work. But, an important question remains. Are those three approaches equally efficient? Is one of



them more or less effective than others? Given the limited resources upon which support services rely to carry out their duties, there is a need to recognize and focus on the most effective approaches. Besides, support agencies have a moral obligation to job-seekers to provide them with the most effective support services possible. Some authors have adopted a perspective of this kind. In France, Bonnal, Fougère and Sérandon (1995, 1997) observed that on-the-job practice induces a larger increase in jobseekers' wage prospects when associated with classroom training. They also noted that adding training to practice improves the job probabilities of low-skilled unemployed workers. This latter result was confirmed by Brodaty, Crépon and Fougère (2001). In Sweden, Sianesi (2001), Larsson (2003) and Carling and Richardson (2004) pointed out that on-the-job practice programmes, providing the jobseekers with temporary replacement and subsidised job opportunities, have given them better labour market outcomes (and especially better chances of employment) than both formal and non-formal training schemes. But Gerfin and Lechner (2002) in Switzerland, and Boone and Van Ours (2004) analysing data from twenty EU countries, reported the reverse. At this juncture, the outcome of the debate is unclear. In addition, no account was taken of mentoring in all these studies. Consequently, there is clearly a need for further research in this area.

This article proposes a comparison between the efficiency of training and those of mentoring and on-the-job practice. The study is based on the analysis

of an unemployment support programme in France. The approach has been kept sufficiently general to be of interest to an international audience of researchers, practitioners, administrators and policy makers in adult training, unemployment support, school-work linkages, and related areas. Section 2 will present the research design and section 3 the results obtained.

Research Design

The data set used for assessment in this article comes from a French unemployment support programme called "*Plan local pour l'insertion et l'emploi*" (Local programme for social inclusion and employment). This programme was created in 1993 and is located in Strasbourg. It is a programme of regional scope. There are twenty-two other such regional employment programmes in France. Eleven thousands jobseekers participated in this programme between 1993 and 2004. These regional programmes are public funded and have specialism in low skilled adult jobseekers. They provide the unemployed with four types of intervention. The first three types are training courses and sessions, mentoring schemes, and subsidised work practice. The fourth type is more specific. It consists of a collection of state-subsidised schemes ("*Contrat d'apprentissage*", "*Contrat d'orientation*" and "*Contrat de qualification*") each of which combine training, mentoring and practice, though in variable proportions. Table 1 shows the variable part of classroom training in these schemes.

Table 1: Law-Prescribed Place of Classroom Training in the Combined Schemes

	Contrat d'orientation (Vocational guidance contract)	Contrat de qualification (Vocational qualification contract)	Contrat d'apprentissage (Apprenticeship contract)
Age criterion for eligibility	Age 15 through 25	Age 15 through 65	Age 15 through 25
Duration of contract	From six to nine months	From six months to two years	From one to three years
Duration of classroom training activities	At least 32 hours per month	At least 25% of contract duration	At least 400 hours per year

Outside of training time, participants really work as employees and are therefore paid. They also receive a wide range of services: employability skills assessment, job market information, counselling about career options, networking contacts, and support to resolve work and daily life difficulties. These comprehensive schemes will be referred to as the "combined schemes" hereafter.

Sample

The sample analysed was comprised of the 5,336 persons who left the programme between 2000 and 2004. These are people who have gone through the programme between 1995 and 2004. Leavers prior to 2000 were excluded because their experiences could be considered too far back to contribute to updated conclusions. In this sample, men (50.41%) and women (49.58%) were equally represented. Most of them (71.27%) were French citizens. Ages ranged

from 15 to 65 with a mean age of 31 years. Six percent of the sample participants were disabled, and 42.33% have been unemployed for one year or more before joining the programme. Most sample members (85.23%) were either unskilled or low-skilled. As regards the period of participation in the programme, 30% participated for one to twelve months, 30% for thirteen months to two years; and 40% for two to ten

years. These participants received 8,723 interventions in total. Among them, two-fifth (40.32%) finally obtained a job. One-third (36.47%) of these jobs were under fixed-term contracts (six months length or longer), 56% were under open-ended contracts, and self-employment accounted for 7.62% of the total. Table 2 provides further details.

Table 2: Sample Further Description

	Nbr. of participants	Sample %
Participants' nationalities		
French	3,803	71.27%
Other European Union (EU)	53	0.99%
Outside European Union	1,456	27.28%
Non responses	24	0.44%
Total	5,336	100%
Levels of qualification		
Unskilled workers	3,398	63.68%
Lower secondary (pre)vocational/(pre)technical	1,150	21.55%
Upper secondary general/(pre)vocation./(pre)technic.	381	7.14%
Tertiary practical/technical/occupationally specific	163	3.05%
Bachelor's level degrees	93	1.74%
Master's level degrees or above	28	0.52%
Non responses	123	2.30%
Total	5,336	100%
Access to employment		
Self employment	164	3.07%
Open-ended contracts	1,203	22.54%
Fixed-term contracts	785	14.71%
Total	2,152	40.32%
	Nbr. of actions	Actions %
Duration of training actions (<i>Mean: 7.5 months</i>)		
1 to 6 months	535	40.19%
7 to 12 months	473	35.53%
13 months to 7 years	158	11.87%
Non responses	165	12.39%
Total	1,331	100%
Duration of mentoring actions (<i>Mean: 8 months</i>)		
1 to 6 months	1,988	47.25%
7 to 12 months	855	20.32%
13 to 24 months	775	18.42%
25 months to 10 years	127	3.01%
Non responses	462	10.98%
Total	4,207	100%

Duration of on-the-job practice (<i>Mean: 17 months</i>)		
1 to 6 months	495	17.57%
7 to 12 months	765	27.15%
13 to 24 months	765	27.15%
25 months to 10 years	505	17.92%
Non responses	287	10.18%
Total	2,817	100%
Spells of participation in combined schemes (<i>Mean: 14 months</i>)		
1 to 6 months	48	13.04%
7 to 12 months	149	40.48%
13 to 24 months	101	27.44%
25 months to 9 years	45	12.22%
Non responses	25	6.79%
Total	368	100%

Statistical Treatment

In order to compare the efficiency of the types of intervention, their influence on the access to three categories of employment status – self-employment, permanent contracts and fixed-term contracts – was analysed. Logistic regression and probit models are the most widely used methods to perform such analyses (for example Rivera-Batiz, 1992; Magnac, 2000; Murray & Skarlind, 2005). The major difference between the two techniques is that the distribution of the error terms is assumed to be normal in the probit model and logistic in the logit one. However, both models yield comparable results when the dependent variable is univariate and dichotomous (e.g. Greene, 1999: 817; Wooldridge, 2002: 466-469), which is the case in this study. The two models were run and, as could be expected, yielded similar results. Therefore, only the results of one model (the probit one) were reported hereafter.

Three groups of factors were taken into account: the types of intervention (training, mentoring, practice or combined schemes); the personal characteristics of the programme participants (sex, age, nationality, disability, spell in unemployment and qualification level), and the durations of participation in the schemes. The personal characteristics were introduced in the estimates as control variables, i.e. so that their effects could be controlled. Table 3 reports the results obtained.

Findings

The chances of access to employment depend on the employment status targeted, on the jobseeker's personal profile, and on the employment policy scheme the jobseeker attended. In this sample, older participants, men, non-French EU citizens and most-skilled workers had the best chances of self-employment. Women, younger workers and those from non-EU countries were more likely to obtain salaried positions. Among these, individuals who experienced disability, or long-term unemployment before entering the programme, were more successful at finding open-ended contracts, whereas participants with secondary level qualifications had more chances of getting fixed-term jobs.

As can be seen from Model 3 of Table 3, training proves to be the most efficient approach to lead the unemployed to fixed-term contracts. In this role, training dominates on-the-job practice and mentoring. These have comparable efficiency. These estimates also show that the use of combined schemes is the least efficient for access to fixed-term contracts.

As regards entering self-employment, Model 1 indicates that mentoring dominates all other approaches. In contrast, mentoring, training and on-the-job practice are equally efficient in helping the unemployed to obtain permanent positions (Model 2). There too, the combined schemes appear to be the least efficient tools.

Table 3: Effects of the Types and Duration of the Interventions on the Employment Probability – Coefficients and Standard Errors (SE) of the Probit Estimates

	Model 1 Probability of access to self-employment N = 7089 Pseudo R ² = 0.19		Model 2 Probability of access to open-ended contracts N = 7407 Pseudo R ² = 0.008		Model 3 Probability of access to fixed-term contracts N = 7407 Pseudo R ² = 0.01	
	Coeff.	SE	Coeff.	SE	Coeff.	SE
Types of interventions						
Training	-0.72 ¹	0.16	0.008	0.05	0.16 ²	0.05
On-the-job practice	-0.93 ¹	0.13	-0.04	0.04	0.05	0.04
Combined schemes	-	-	-0.39 ¹	0.09	-0.30 ²	0.10
Mentoring: reference category omitted	-	-	-	-	-	-
Actions duration	-0.001 ²	0.0004	0.00002	0.00007	-0.0002 ²	0.00009
Participants' characteristics						
Sex						
Women	-0.32 ¹	0.07	0.11 ¹	0.03	0.07 ³	0.03
Men: reference category omitted	-	-	-	-	-	-
Nationality						
European Union, excluding France	0.58 ³	0.27	0.02	0.16	-0.08	0.19
Countries outside the EU	-0.14	0.10	0.10 ²	0.03	0.12 ²	0.04
France: ref. category omitted	-	-	-	-	-	-
Age	0.01 ¹	0.003	-0.004 ³	0.001	-0.007 ¹	0.001
Unemployment before the programme						
One year or more	-0.04	0.08	0.12 ²	0.03	-0.008	0.04
Less than one year: ref. cat. om.	-	-	-	-	-	-
Disability						
With disability	-0.40 ³	0.19	0.24 ¹	0.06	-0.19 ³	0.08
Without disability: ref. cat. omitted	-	-	-	-	-	-
Qualification level						
Lower secondary	0.18	0.09	-0.0005	0.04	0.11 ³	0.04
Upper secondary	0.65 ¹	0.11	0.04	0.06	0.26 ¹	0.06
Tertiary practical / technical	0.88 ¹	0.14	0.07	0.10	-0.02	0.11
Bachelor's level	0.97 ¹	0.17	0.04	0.12	0.14	0.13
Master's level or above	1.25 ¹	0.27	-0.25	0.29	-0.69	0.44
Unskilled workers: ref. cat. omitted	-	-	-	-	-	-
Constant	-2.23 ¹	0.12	-0.84 ¹	0.05	-0.92 ¹	0.06

¹ p<0.001² p<0.01³ p<0.05

To sum up, mentoring seems to be more responsive to the situations and needs of future self-employed workers, whereas training provides jobseekers with the best chances of obtaining fixed-term employment. Mentoring and training are equally effective in the

search for stable positions, which makes them doubly useful. Each of these techniques can thus be used to target two goals simultaneously. Such is not the case with on-the-job practice which appears to be a specialised tool to be used only to target open-ended

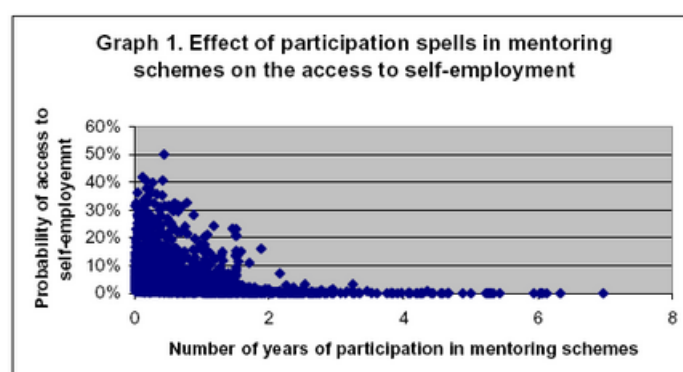
Age	-0.01 ³	0.006	0.02 ¹	0.003	-0.001	0.002	-0.01 ¹	0.002
Unemployment before the programme								
One year or more	0.23 ³	0.11	-0.01	0.09	0.12 ³	0.05	0.10	0.06
Less than 1 yr.: ref.	-	-	-	-	-	-	-	-
Disability								
With disability	-1.15 ²	0.41	-0.37	0.20	0.11	0.10	0.24 ³	0.10
Without: ref.	-	-	-	-	-	-	-	-
Qualification level								
Lower secondary	0.03	0.14	0.08	0.10	-0.02	0.05	-0.04	0.07
Upper secondary	0.42 ³	0.17	0.68 ¹	0.12	0.03	0.09	-0.15	0.13
Tertiary practical / technical	0.05	0.27	0.91 ¹	0.16	0.06	0.13	0.06	0.20
Bachelor's level	0.004	0.35	1.08 ¹	0.19	-0.10	0.17	0.28	0.22
Master's level or above	-	-	1.41 ¹	0.32	-0.81	0.50	0.22	0.52
Unskilled: ref. om.	-	-	-	-	-	-	-	-
Constant	-0.63 ¹	0.17	-2.20 ¹	0.12	-0.84 ¹	0.08	-0.70 ¹	0.10

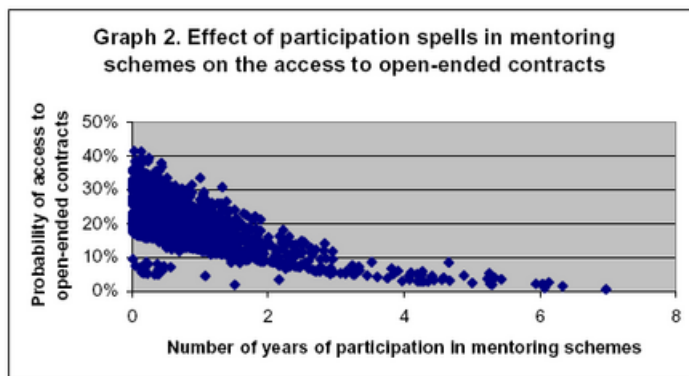
As can be seen from Model 4 of Table 5, no statistically significant relationship between the duration of training actions and the probability of fixed-term employment could be found. The same lack of effect was observed for self- and permanent employment. The implication is that the use of training is not subject to a time constraint. Programme administrators and trainers can decide to allow as much time as necessary to meet the training needs of participants and to improve their chances of success. Restricting

the time allowed might be an issue of affordability, not of effectiveness.

- Shorter participation spells in mentoring schemes improve the access to employment

Models 5 and 6 of Table 5 indicate significant relationships between the spells of participation in mentoring schemes and the probability of self- and open-ended employment. Consistently with the general observation above, the links are negative. Graphs 1 and 2 below depict the relationships.



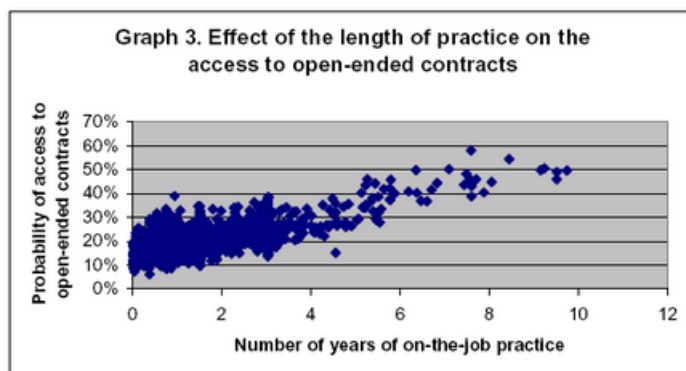


A similar effect was also noted on the probability of fixed-term contracts. These observations suggest that the duration of participation in mentoring schemes should be kept as short as possible. A possible explanation for this phenomenon, at least in the cases of search for salaried jobs, might be that employers expect job applicants' employability and productivity to decline with duration in unemployment (Jackman and Layard, 1991). Overcoming such a prejudice and demonstrating the contrary to recruitment officers, is surely more difficult for applicants who were involved in mentoring schemes as opposed to

those who received training. This might explain why training length had no effect, while mentoring duration seemed to make a difference. However, it doesn't explain the effect of mentoring duration on self-employment probability.

- Long periods of practice boost access to open-ended contracts

Increasing the duration of on-the-job practice improves the access to permanent positions. Results of Model 7 in Table 5 show statistical significance. Graph 3 displays the computed curve.



The positive effect of practice duration could only be observed on stable employment. No similar effect could be found in other cases: the length of on-the-job practice had no effect on the access to self- and fixed-term employment. Employers' preferences probably explain the positive relationship observed.

As an end note, it could also be observed that the length of the combined schemes was without effect, whatever employment status was considered.

Conclusion

Are training, on-the-job practice, and mentoring equally efficient in helping adult jobseekers re-enter the workforce? Though much research attention has been focused on conceptualising these approaches and reporting their implementation, their relative efficiency has rarely been assessed. Based on probit regression analysis of data from a French employ-

ment programme, this study confirms that not all types of schemes are equally efficient. Training appears to be one of the most efficient approaches and gives the best access to fixed-term contracts. Training has the advantage of being time-unconstrained: the length of training schemes does not affect the employment probability of jobseekers. Within available means, programme managers and trainers just have to design the training schemes in order to meet participants' needs. However, training cannot guarantee access to open-ended contracts and self-employment. To attain self-employment, the best approach is mentoring, though, for reasons of efficiency, mentoring duration should be kept as short as possible. Training, mentoring, and on-the-job practice are comparably efficient in reaching permanent employment, but, contrarily to mentoring actions, practice should rather be extended over time. Finally, combin-

ing the three approaches never appears to be the best choice.

The efficacy of training relative to practice in securing fixed-term contracts is in partial concordance with the observations of Gerfin and Lechner (2002), and with those of Boone and Van Ours (2004). But the other results reported here differ from those of previous studies. In Sianesi (2001), Larsson (2003) and Carling and Richardson (2004), practice dominated training. However, in these studies, employment was considered as a whole instead of by type of status. Above all, mentoring schemes were not investigated. Therefore, their efficiency ranking cannot be compared with the one obtained here. For the same reasons, comparison is difficult with the results of Bonnal, Fougère and Sérandon (1995, 1997) on the one hand, and with those of Brodaty, Crépon and Fougère (2001) on the other. These works (which did not consider self-employment) found the combined schemes to be more efficient than practice alone but ignored training and mentoring in their ranking analyses.

Another limit to comparing results is that most of these other studies used another statistical method – the matching estimator method (Lechner, 2002a, 2002b). This method is quite different from the logistic regression analysis used in this paper. However, debating statistical methodology would go beyond the scope of this study.

References

- Bjornavold, Jens (2002), Identification, Assessment and Recognition of Non-Formal Learning: European tendencies, in Guggenheim E. F. (editor), *Agora V: Identification, Evaluation and Recognition of Non-Formal Learning* (March 15-16 1999, CEDEFOP Panorama series), Thessaloniki (Greece): European Centre for the Development of Vocational Training, 9-32.
- Bonnal, Liliane; Fougère, Denis & Sérandon, Anne (1995), Une modélisation du processus de recherche d'emploi en présence de mesures publiques pour les jeunes, *Revue Economique*, 46, 537-548.
- Bonnal, Liliane; Fougère, Denis & Sérandon, Anne (1997), Evaluating the Impact of French Public Employment Policies on Individual Labour Market Histories, *The Review of Economic Studies*, 64, 683-713.
- Boone, Jan & Van Ours, Jan C. (2004), *Effective Active Labor Market Policies – Discussion paper Series IZA DP n° 1335*, Bonn (Germany): Forschungsinstitut zur Zukunft der Arbeit. Internet: <http://opus.zbwkiel.de/volltexte/2005/2754/pdf/dp1335.pdf>
- Brodaty, Thomas; Crépon, Bruno & Fougère, Denis (2001), Using Kernel Matching Estimators to Evaluate Alternative Youth Employment Programs: Evidence from France 1986-1988, in Michael Lechner and Friedhelm Pfeiffer (eds.), *Econometric Evaluations of Labour Market Policies*, Heidelberg (Germany): Physica Verlag, 85-124.
- Carling, Kenneth & Richardson, Katarina (2004), The Relative Efficiency of Labor Market Programs: Swedish Experience from the 1990s, *Labour Economics*, 11(3), 335-354.
- Colley, Helen; Hodkinson, Phil & Malcom, Janice (2003), *Informality and Formality in Learning: A Report for the Learning and Skills Research Centre*, London: The Learning and Skills Research Centre. Internet access: <http://www.lsd.org.uk/files/pdf/1492.pdf>
- Eichler, Martin & Lechner, Michael (2002), An Evaluation of Public Employment Programmes in the East German State of Sachsen-Anhalt, *Labour Economics*, 9(2), 143-186.
- Gerfin, Michael & Lechner, Michael (2002), A Microeconomic Evaluation of the Active Labour Market Policy in Switzerland, *Economic Journal*, 112(482), 854-893.
- Greene, William H. (1999), *Econometric Analysis*, 4th edition, New Jersey (USA): Prentice Hall.
- Hanson, Susan. A (1997), *Preparing To Enter the Workforce: A School-to-Work Model for Adults. Final Report 1996-1997*, Shelocta (Pennsylvania, USA): ARIN Intermediate Unit 28.
- Howell, Chris; Toohey, Sandra & Davidson, Liz (2001), *So You're a Workplace Coach: Support Kit for the Workplace Coach or Mentor Working With New Apprentices and Trainees*, Brisbane: Australian National Training Authority.

It finally appears that, because of deep differences in their nature, the four approaches analysed in this study yield very different effects and consequently need different application to practice. Improving the efficiency of policy and practice implies that policy-makers, administrators and practitioners rationalise their efforts and resources by using the best approaches for each situation, and avoid paying for second-rate practices.

Two questions remain however. Is there a reason why lengthening mentoring should be negative to self-employment? And why do combinations of approaches appear to be that ineffective?

Of course, the results presented here should not be considered as universal in scope. They are based on a specific programme in a specific country and are, therefore, to some extent, determined by these institutional specificities. However, the method used may be of general interest and might inspire other studies on the same topic in other countries. This article might, along with a set of future studies, contribute to identifying best practices and to setting guidelines to improve unemployment policies.

Acknowledgement

I am very grateful to Professor Wade Nelson for his help and comments.

- Jackman, Richard & Layard, Richard (1991), Does long term unemployment reduce a person's chance of a job?, *Economica*, 58, 93-106.
- Kluve, Jochen & Schmidt, Christoph M. (2002), Can Training and Employment Subsidies Combat European Unemployment?, *Economic Policy: A European Forum*, 0(35), 409-443.
- Larsson, Laura (2003), Evaluation of Swedish Youth Labor Market Programs, *Journal of Human Resources*, 38(4), 891-927.
- Lechner, Michael (2002a), Program Heterogeneity and Propensity Score Matching: An Application to the Evaluation of Active Labor Market Policies, *The Review of Economics And Statistics*, 84(2), 205-220.
- Lechner, Michael (2002b), Some Practical Issues in the Evaluation of Heterogeneous Labour Market Programmes by Matching Methods, *Journal of The Royal Statistical Society, Series A*, 165 (1), 59-82.
- Magnac, Thierry (2000), Subsidised Training and Youth Employment: Distinguishing Unobserved Heterogeneity from State Dependence in Labour Market Histories, *The Economic Journal*, 110(466), 805-837.
- Murray, Asa & Skarlind, Anders (2005), Does Vocational Training Matter for Young Adults in the Labour Market?, *European Journal: Vocational Training*, 34, 16-27.
- O'Leary, Christopher J.; Kolodziejczyk, Piotr & Lazar, Gyorgy (1998), The Net Impact of Active Labour Programmes in Hungary and Poland, *International Labour Review*, 137(3), 321-46.
- Praetz, Helen (2002), Increasing Equity through Qualifications: The Case of the Victorian Qualifications Authority, *Australian Journal of Education*, 46(2), 189-204.
- Rivera-Batiz, Francisco L. (1992), Quantitative Literacy and the Likelihood of Employment among Young Adults in the United States, *The Journal of Human Resources*, 27(2), 313-328.
- Sianesi, Barbara (2001), Swedish Active Labour Market Programmes in the 1990s: Overall Effectiveness and Differential Performance, *Swedish Economic Policy Review*, 8, 133-169.
- Weatherill, Pamela & Boyd, Elizabeth Reid (2001), *There's More than Just the Newspaper: A Pilot Study on the Social Literacies Required by Young Job Seekers*, Melbourne: Adult Literacy and Numeracy Australian Research Consortium.
- Wooldridge, Jeffrey (2002), *Econometric Analysis of Cross Section and Panel Data*, Cambridge (Mass.): The MIT Press.

About the Author

Dr Guy Tchibozo

Guy TCHIBOZO holds a doctorate in economics and has been an associate professor at Louis Pasteur University of Strasbourg (France) since 1996. His teaching and research address the relationships between education and work, especially school-to-work transition analysis. Seminal publications: - "Performance management in the French system of secondary teacher training", *International Review of Education*, 2005. - "The dynamics of school-to-work transition processes of university graduates: an analysis of French data", *British Journal of Guidance and Counselling*, 2004. - "Meta-functional criteria and school-to-work transition", *Journal of Education and Work*, 2002.

THE INTERNATIONAL JOURNAL OF LEARNING

EDITORS

Mary Kalantzis, University of Illinois, Urbana-Champaign, USA.

Bill Cope, University of Illinois, Urbana-Champaign, USA.

EDITORIAL ADVISORY BOARD

Michael Apple, University of Wisconsin-Madison, USA.

David Barton, Lancaster University, UK.

Mario Bello, University of Science, Technology and Environment, Cuba.

Pascal Brown, Unitec New Zealand, New Zealand.

Robert Devillar, Kennesaw State University, USA.

Melinda Dooly, Universitat Autònoma De Barcelona, Spain.

Manuela du Bois-Reymond, Universiteit Leiden, Netherlands.

Ruth Finnegan, Open University, UK.

James Paul Gee, University of Wisconsin-Madison, USA.

Kris Gutierrez, University of California, Los Angeles, USA.

Roz Ivanic, Lancaster University, UK.

Paul James, RMIT University, Melbourne, Australia.

Carey Jewitt, Institute of Education, University of London, UK.

Andreas Kazamias, University of Wisconsin, Madison, USA

Peter Kell, University of Wollongong, Australia.

Michele Knobel, Montclair State University, New Jersey, USA.

Gunther Kress, Institute of Education, University of London.

Colin Lankshear, James Cook University, Australia.

Daniel Madrid Fernandez, University of Granada, Spain.

Milagros Mateu, NASA, USA.

Sarah Michaels, Clark University, Massachusetts, USA.

Denise Newfield, University of Witwatersrand, South Africa.

Ernest O'Neil, Ministry of Education, Addis Ababa, Ethiopia.

José-Luis Ortega, University of Granada, Spain.

Francisco Fernandez Palomares, University of Granada, Spain.

Ambigapathy Pandian, Universiti Sains Malaysia, Penang, Malaysia.

Miguel A. Pereyra, University of Granada, Spain.

Scott Poynting, University of Western Sydney, Australia.

Angela Samuels, Montego Bay Community College, Montego Bay, Jamaica.

Juana M. Sancho Gil, University of Barcelona, Spain.

Michel Singh, University of Western Sydney, Australia.

Richard Sohmer, Clark University, Massachusetts, USA.

Pippa Stein, University of Witwatersrand, South Africa.

Brian Street, King's College, University of London, UK.

Giorgos Tsiakalos, Aristotle University of Thessaloniki, Greece.

Gella Varnava-Skoura, National and Kapodistrian University of Athens, Greece.

Cecile Walden, Sam Sharpe Teachers College, Montego Bay, Jamaica.

Nicola Yelland, RMIT University, Australia.

Wang Yingjie, School of Education, Beijing Normal University, China.

Zhou Zuoyu, School of Education, Beijing Normal University, China.

Please visit the Journal website at <http://www.Learning-Journal.com> for further information:

- ABOUT the Journal including Scope and Concerns, Editors, Advisory Board, Associate Editors and Journal Profile
- FOR AUTHORS including Publishing Policy, Submission Guidelines, Peer Review Process and Publishing Agreement

SUBSCRIPTIONS

The Journal offers individual and institutional subscriptions. For further information please visit

<http://ijl.cgpublisher.com/subscriptions.html>. Inquiries can be directed to subscriptions@commongroundpublishing.com

INQUIRIES

Email: cg-support@commongroundpublishing.com