

Training & Employment

YOUNG PEOPLE WITH "NO QUALIFICATIONS"

A Heterogeneous Group Taking Diverse Transition-to-Work Routes

More than 60 000 young people drop out of the French educational system each year with "no qualifications", i.e., without going beyond junior secondary school level or the first year of the CAP or BEP diploma. They therefore obviously do not enter the labour market under the best possible auspices. However, the situation is far from being equally difficult for all of them. Those who have undergone one year of vocational training have easier access to employment than those who have left school mid-way through secondary school. Young people with "no qualifications" are actually not a very homogeneous group. French public policy-makers, who have been attempting for the last decade to solve the problem by encouraging young people to pursue their schooling farther, might do well to look at the various routes they take upon entering the labour market.

The French framework law of 1989 on Education stated the need to bring all pupils to at least CAP or BEP level: *All pupils who have not reached a recognized level of attainment at the end of the compulsory period of schooling must pursue their studies in order to reach this level. The State will take steps to provide appropriate means of extending this period accordingly* (chapter 1, article 3). Young people who give up their studies without completing the full CAP or BEP cycle and who do not have access to senior secondary establishments have therefore not "reached a recognized level of attainment" and are therefore said to have "no qualifications". In order to reduce the numbers of these seemingly rather "unemployable" young people, various public interventions have been launched. One of the permanent aims of the French Ministry of Education is to develop educational policies reducing the numbers of underqualified school-leavers. Like the Ministry of Labour and some regional instances, this Ministry has also taken specific measures to reintegrate young people without qualifications into more flexible educational structures. This has considerably reduced the proportions of those without qualifications during the last forty years: in 1963, they accounted for 40% of all young people leaving the educational system, but the percentage dropped in 1970 to 30%, in 1980 to 15% and in 1990, to 8%.

This considerable decrease in the percentage of those with "no qualifications" is unquestionably a step towards social progress. However, it has also aggravated the problems facing these young people. Although many of them still had access to work during the 1960s and 1970s, there is little hope for this group on the present labour market. These unemployable or hardly employable candidates – that at least is how employers see them – have great difficulty in finding work, especially long-term jobs requiring proper qualifications. Even the economic upturn which occurred in the 90s, when a large number of low-skill jobs were created, seems to have scarcely improved the labour market entry conditions for these youths. In addition, the decrease in their numbers has come to a halt during the last ten years. 60 000 young people are now leaving the educational system every year with no proper qualifications.

Studies on these young people's first few years of active life have clearly shown what enormous problems they have to face and suggest that it may be practically impossible to reduce the numbers involved. They also show that although these youths form a specific cohort, it is quite a heterogeneous one, since their transition-to-work trajectories are extremely diverse.

Young people with "no qualifications" constitute a specific population...

It has emerged from many surveys, including the latest one (*cf.* the inset on page 4), that young people with "no qualifications" form a specific group in terms of both their transition to work experience and their educational and family backgrounds. They can be clearly differentiated from other young people, since their future chances of finding employment at all are extremely slight.

Since they often do not manage to find work, the situation in which these youths find themselves can be quite desperate at the start of their active lives. One year after ending their studies, 42% are still unemployed, as compared with 26% of the young people who obtain a CAP or BEP diploma. Things may improve with time, of course, but this group's unemployment rates take longer to decrease than those of other young people: three years after leaving the educational system, their rates still amount to 30%, although they drop to 13% among those who have pursued their studies up to the CAP or BEP diploma. Young people without qualifications seem to be permanently fated to haunt the fringes of the labour market: they take temporary, unqualified and part-time jobs more frequently than the latter group, and

they are also consistently less well paid. Lastly, *their transition-to-work trajectories include long periods of unemployment and especially in the case of girls, long periods of inactivity.* These youths therefore have less access than others to employment, especially "quality" employment. They also have few opportunities of making up for their lack of qualifications: less than 6% of these youths undergo continuing vocational training, whereas this figure is twice as high among those who have obtained the CAP or BEP.

These problems are partly attributable to some of this group's specificities. They tend to accumulate various handicaps. They were more frequently backward when entering secondary school, their families more frequently had a history of unemployment, the father was more frequently born outside the European Union, only one of their parents was working, etc. Although these characteristics directly affect labour market entry conditions, they are not the only factors at work: even upon assuming the educational and family factors to be equal on both sides, the occupational paths of young people without qualifications still strayed farther away from steady employment than those of young people with the CAP or BEP.

... and a heterogeneous population

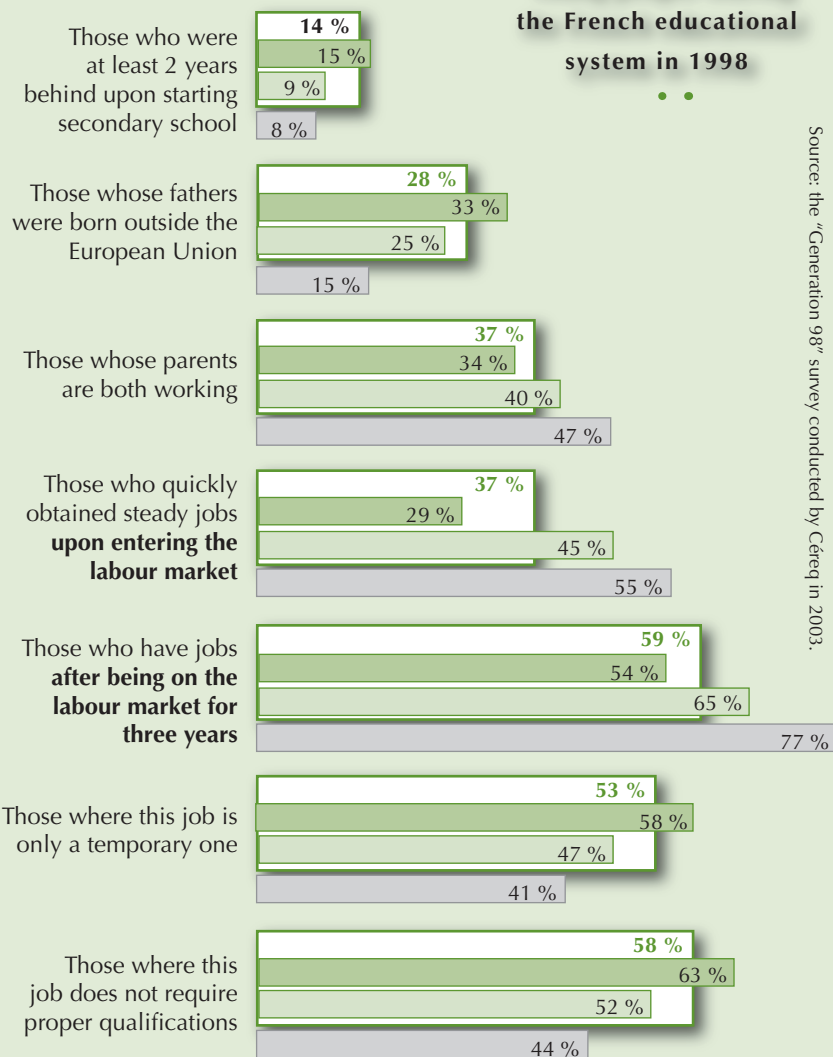
The specificities of these young people and their transition-to-work trajectories might seem to justify lumping them into a single "no qualifications" category. This does not mean, however, that they constitute a homogeneous group.

Among the young people who left school in 1998 without proper qualifications, 51% had attended vocational training courses for one year, 38% had attended junior secondary school and 11% had enrolled in SEGPA (Section d'enseignement général et professionnel adapté), which are sections dispensing specially adapted general educational and vocational training.

SEGPA were set up in junior secondary schools to cater for pupils with serious, persistent learning problems, behavioural or psychological disturbances and difficulty in performing mental tasks. They were intended mainly to facilitate transition to work by providing tuition in a combination of general, technological and vocational subjects. Young people who have attended SEGPA therefore constitute a special sub-population, since they differ completely from the other young people without qualifications: 29% of this sub-group made a poor start at secondary school, and only one quarter of these pupils quickly obtain long-term jobs during their first three years of activity. In addition, by the end of this period, less than half of this group have jobs at all, and in more than six cases out of ten, the jobs are only temporary ones.

Young people with no qualifications in France: some indicators

Young people leaving the French educational system in 1998



Source: the "Generation 98" survey conducted by Céreq in 2003.

Numbers	
All those without qualifications	58 000
Those leaving secondary school mid-way	21 900
Those leaving CAP or BEP courses after one year	29 500
Those leaving senior secondary, CAP or BEP courses without completing them	186 700

Apart from the rather special group described above, the other young people leaving the educational system without qualifications are also highly heterogeneous, and their occupational trajectories are extremely various.

Transition to work is a hard process for those leaving school at mid-secondary level

By far the greatest transition-to-work difficulties – besides those facing SEGPA-trained pupils – are those encountered by young people who end their schooling at mid-secondary level. Only just over half of these youths are in employment after three years on the labour market, as compared with two-thirds of those leaving the vocational training system without completing the course (cf. the graph on the opposite page). This difference is even more conspicuous during the first three years of active life: only 29% of those dropping out of secondary school mid-way *quickly gain access to permanent employment*, as compared with 45% of the young people with one year's vocational training. This difference is partly attributable to the specificities of these two sub-populations, which differ first in their educational levels: those who drop out at mid-secondary level tend more frequently to have already lagged two years behind their class when they started secondary school. They also tend to differ in terms of their family background: young people leaving secondary school mid-way more frequently have fathers born outside the EU and less frequently have parents who both work.

Here again, the differences were confirmed upon assuming the existence of equal conditions on both sides (in terms of the parents' occupational status, the father's geographical origins and the pupil's poor results when starting secondary school), young people who left secondary school mid-way were found to have much more problematic transition-to-work paths than those who had started taking a CAP or BEP course. Obtaining some vocational training therefore seems to really improve young people's chances of joining the labour market.

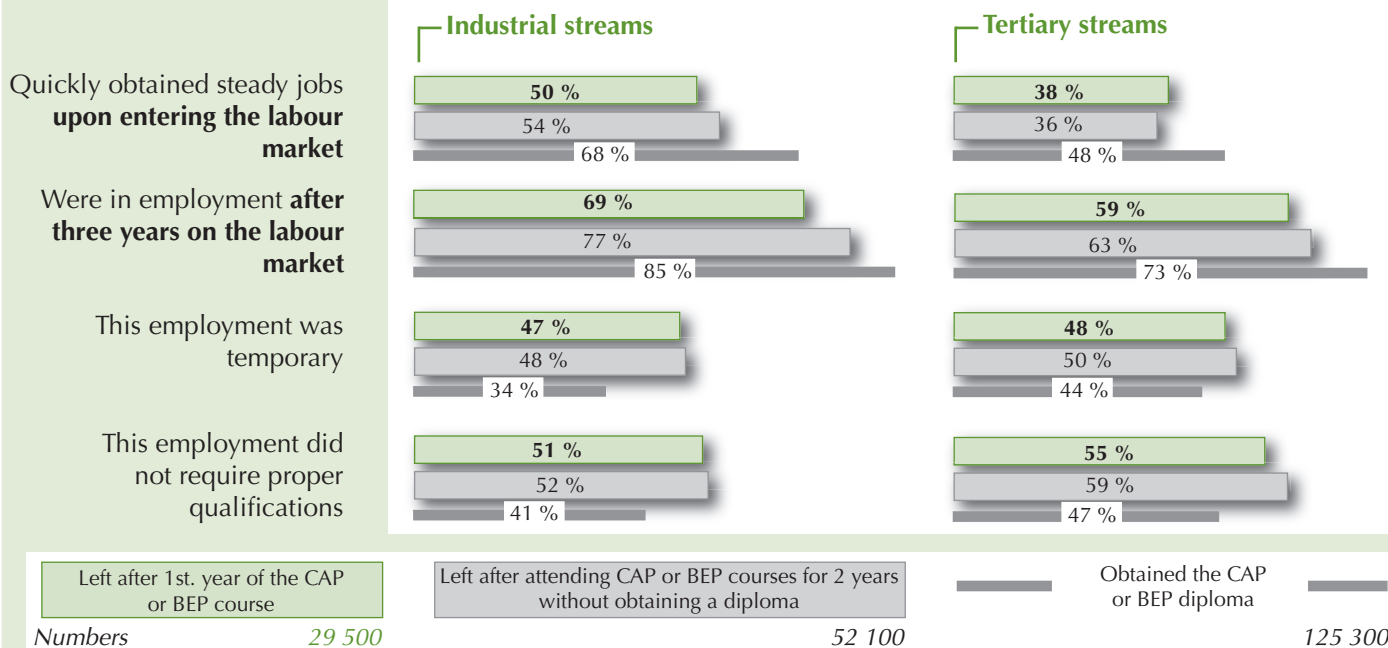
Attending senior secondary school also seems to improve their chances. Half of the young people who left the French educational system after one or two years at senior secondary soon obtained long-term employment, and nearly three quarters of them were in employment by the time they had been on the market for three years. However, the differences between this group and those leaving secondary school mid-way seem to be largely due to differences in their previous educational trajectories and their family environments: upon assuming the existence of equal conditions in these two respects, the above differences between employment patterns were found to disappear.

Vocational training: obtaining a diploma counts more than having just started the course

Continuing their studies for more than just one year seems, however, to give those who have chosen vocational training paths little extra benefit. Starting the final year of the CAP or BEP course without obtaining the diploma

■ After initial vocational education: access to employment, depending on the level and the diploma

Young people leaving the French educational system in 1998



Source: the "Generation 98" survey conducted by Céreq in 2003.

certainly gives pupils a better chance of finding employment within their first three years of activity, but the advantages of emerging slightly from the "no qualifications" zone seem to stop there. The additional period of study does not conspicuously affect the quality of the jobs subsequently occupied: whether or not they continue beyond the first year of study, almost half of the young people leaving CAP or BEP courses without obtaining the diploma have secured only temporary or low-qualification jobs during their first three years of activity. The chances of gaining access to employment differ during the transition-to-work period, but not the conditions of employment. This applies in all the vocational specialities (*cf.* the diagram on page 3); whereas obtaining the CAP or BEP diploma improves not only young people's chances of obtaining a job but also the quality of that job. In the tertiary field, for example, 59% of those without diplomas who were working after three years on the labour market had low-qualification jobs, versus 47% of those with diplomas. This difference was equally conspicuous among those who had trained in industrial specialities.

The rather negative picture people tend to build of the first steps in the active lives of young people without qualifications should therefore be slightly toned down. These young people do not all become marginalized. Some of them, especially those who have acquired a smattering of vocational training, manage to succeed in finding not only employment but long-lasting, quality employment. Having embarked on a CAP or BEP diploma course, however briefly, favours young people's chances of success during their early working lives.

Promoting the pursuit of studies: a necessary goal which needs some re-thinking

Young people without qualifications therefore fall into several quite different groups. Although we lack a clear-cut definition of the dividing line between those who acquire only a little vocational training and those who continue up to the last year of the CAP or BEP course, the data available so far suggest that two main dividing lines may come into play here: one between young people leaving secondary school mid-way and those who have undergone one year of vocational training; and another one between those with and without CAP or BEP diplomas. Promoting the pursuit of studies as French public policy-makers have been doing turns out to be perfectly justified if we look at the first year in the active lives of the young people with "no qualifications" who have left school after one year of vocational training or mid-way through secondary school. The data available show that the pursuit of schooling consistently facilitates transition to work, although it is difficult to tell

whether this is due to the content of the courses taken or simply to the attitudes of the employers, or even those of the young people themselves.

The high rates of young people without qualifications which have persisted since the mid-90s despite the existence of some well thought-out policies are rather worrying, for several reasons. Some questions now arise about the means employed to reach the targets and how feasible the "study-pursuit target" actually is: can the percentage of those without qualifications really be reduced to less than 8% of all those who leave the educational system annually? Is it reasonable to adopt targets of this kind and make the national educational system responsible for reaching them? Other priorities could be set. In view of the degradation of the transition-to-work situation of young people quitting the educational system mid-way through secondary school, one possible goal might consist of attempting to prevent these departures if possible. Young people with low skill levels, who undergo little continuing vocational training at present, might for instance be encouraged to resume their studies and acquire complementary vocational training after an initial period of experience on the labour market

Céline Gasquet (Céreq).

For further information

- "Les jeunes qui sortent sans diplôme de l'enseignement supérieur. Parcours de formation et insertion professionnelle" (Young people dropping out of the higher educational system without graduating. Their vocational training and transition-to-work paths), G. Thomas, *Bref*, n° 200, September 2003.
- "La transition professionnelle des jeunes sortant de l'enseignement secondaire: rapport d'activité 2001-2002" (Transition to work among secondary school-leavers: the 2001-2002 activity report), A. Gauron, Haut comité éducation-économie-emploi, La Documentation française, 2002.
- "Génération '98. Who benefited from the economic upturn?" D. Epiphane, J.-F. Giret, P. Hallier, A. Lopez, J.-C. Sigot, *Training and Employment*, n° 51, April-June 2003.
- "Les sortants du système scolaire sans qualification" (School leavers with no qualifications), *Éducation et Formations*, n° 57, September 2000.
- "Qui sort sans qualification du système éducatif?" (Who drops out of the educational system with no diplomas?), J.-P. Caille, *Note d'information*, n° 99.30, ministère de l'Éducation nationale, August 1999.
- "Peut-on parler d'insertion pour les jeunes sans formation?" (Can we speak about transition to work in connection with young people with no training?), L. Chevallier, S. Zilberman, *Formation Emploi*, n° 23, July-September 1988.

A SURVEY ON A GENERATION

The data presented in this issue were based on the "Génération 98" survey carried out by Céreq in 2001. The results of this survey make it possible to analyse the transition to work and the first few years on the labour market of those who left the educational system in 1998, whatever the level reached and the type of course taken. The present issue focuses in particular on the first three years in the active lives of young people with "no qualifications".

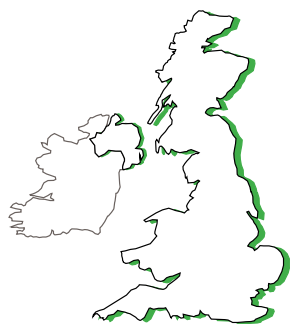
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Briefing



In Focus

The Low-Achieving School-Leavers in UK

In 2004, as part of the *Skills for All* research programme carried out at the Centre for Economic Performance, a study was published entitled 'The Impact of Vocational Qualifications on the Labour Market Outcomes of Low-Achieving School-Leavers'.

The aim of this study was to investigate

- how many young people leave school at the end of compulsory schooling (aged 16) with only low-level qualifications, if any?
- how many acquire qualifications after leaving school, and at what level?
- what effect such qualification acquisition has on their labour market outcomes such as employment likelihood and wage rates?

The methodology involved analysis of data from the UK's Labour Force Survey (LFS). For most of the project, data from 2002 were used. The sample was restricted to those individuals aged between 22 and 29.

Key Findings

- A quite large proportion of this cohort reported that they had failed to obtain any school qualifications. These self-reported results contradict the official statistics which show that, as in France, only around 8 per cent of an age cohort fail to gain at least one GCSE certificate at any level from A*-G.¹ The discrepancy between self-reporting and examination statistics is interpreted as meaning that individuals discount low-level GCSE passes (grades E-G) which are seen as having little value.

In 2002, 21 per cent of the males and 17 per cent of the females in the studied age range reported holding no school qualifications.

- Men who leave school with no qualifications are much less likely to be employed, and more likely to be unemployed or, in particular, inactive, than those who do acquire qualifications at school.

- For women, the disadvantage of the unqualified group is more noticeable. The full-time employment rate amongst young women rises steeply with level of attainment in school. If no qualifications are acquired in school, such women have only a 28% chance of being in full-time employment in their twenties. It is into labour market inactivity, rather than unemployment which carries with it some labour market attachment, that unqualified female school leavers move.

Policy issues

One possible solution to this problem of a lack of employment would be for those who left school with no qualifications to acquire some qualifications post-school. Those individuals who left school with no qualifications but go on to acquire vocational qualifications at levels 2 or 3 have employment rates quite similar to those who reached these levels via academic qualifications at school (i.e. GCSEs and A levels respectively).² Thus, for example, men who leave school with no qualifications, but subsequently acquire a level 3 vocational qualification are 10 percentage points more likely to be employed in their twenties than those men who remain unqualified. Similarly, men who leave school with A levels are also 10 percentage points more likely to be employed than men who remain completely unqualified. It has to be said, also, however, that the standard of job acquired by those qualified via the vocational route is probably lower than that acquired by those qualified via the academic route, since unqualified school leavers who acquire level 2 or level 3 vocational qualifications still earn less on average than individuals who acquired GCSEs and A levels, respectively, at school.³

1. In the final year of compulsory schooling (age 16) all students take General Certificate of Secondary Education (GCSE) examinations in a number of subjects. For each subject a grade is awarded on a scale of A*- G. Only passes at grades A*-C are regarded as 'good' i.e. adequate for continuing secondary education to Advanced Level (A-Level).

2. A vocational qualification at Level 2 (NVQ 2) is roughly equivalent to the French CAP qualification. A vocational qualification at Level 3 (NVQ 3) is at a level somewhere between the French BEP and the French Baccalaureat Professionnel qualifications.

3. A potential problem with the vocational-qualifications'-impact-on-employment results is that they may actually reflect reverse causality, such that individuals already in work are more likely to receive the training to equip them to obtain vocational qualifications. Such a possibility was investigated by using the panel element of the LFS, whereby individuals are followed in the data set for five successive quarters. The results showed that, amongst the group of respondents out of work in one quarter, those who had acquired a vocational qualification by the time of the next quarter's interview, were more likely to be employed in that quarter. This effect was observed for all school qualification groups, except those holding A levels.

■ For further information, McIntosh S. (2004) 'The Impact of Vocational Qualifications on the Labour Market Outcomes of Low-Achieving School-Leavers' This paper can be downloaded free of charge from the *Skills for All* web page http://cep.lse.ac.uk/research/skills/Skills_Publications/default.asp.

- The results therefore point to the beneficial impact of acquiring vocational qualifications for unqualified school leavers, in terms of their likelihood of finding work. The problem is that few of the unqualified school leavers acquire these vocational qualifications :

- amongst unqualified school leavers, almost half the men and two-thirds of the women fail to acquire any qualifications after school either, while only about 10% manage to reach level 3 post-school. This contrasts with the groups who did acquire some qualifications at school, far fewer of whom fail to add further qualifications after leaving school
- vocational qualifications offer a real chance of labour market success for those who leave school with no qualifications, but at present too few such people are taking this chance. It needs to be understood why this is the case, and what can be done to encourage more low-attaining young people to complete recognised vocational courses at NVQ Levels 2 and 3.

Hilary Steedman
London School of Economics

Updates

The fifth conference on human resource management run by the

University Forum for Human Resource Development (UFHRD) and the Academy of Human Resource Development (AHRD) took place on 27 and 28 May 2004 in Limerick, Ireland. At this meeting, Sylvie-Anne Mériot from Céreq presented a paper in which she discussed the idea of adopting several definitions of competences rather than a single definition, depending on what they are needed for. The «ETED» (standard jobs approached in dynamic terms) sociological work analysis method used at Céreq since 1990 yields exact, structured data providing a useful diploma reform tool. This tool has its limitations, however, which are also described: the approach used here consists of describing know-how in terms

of the skills involved rather than providing a tool for assessing levels of ability and performances. Now educational systems are supposed to define achievement levels in order to assess what pupils completing their courses have learned. Educational systems would therefore do well to use the results obtained using the ETED method to redefine competences in terms of readily assessable performances.

At this meeting, speakers from universities in several countries confirmed that it is impossible to describe competences using a single model. Some methods are based on action verbs, whereas others are based on achievement verbs. Those of the first kind simply describe situations, whereas those of the other kind focus on the need to make assessments.

Céreq is helping to set up two European surveys on continuing vocational training.

One of these surveys will focus on individuals, and the other on firms. Eurostat has decided to carry out the first European Union survey, which has been called the «Adult Education Survey» (AES), on a representative sample of individuals in the 24- to 65- year old age group. The aim of this survey is to determine how much formal, informal and non formal vocational training individuals have undergone in the vocational training programmes defined in March 2000 at the Lisbon European summit meeting. It is planned to carry out this fairly experimental survey every five years. France will pursue the common goals defined, while continuing to provide the information collected in its own survey on «Continuing vocational training 2000» (FC 2000) survey designed to determine the various ways of obtaining continuing training, whether or not vocational goals are pursued. The French part of the AES survey carried out in 2006 will thus complement the Employment survey, on similar lines to what occurred with the FC 2000 survey. The forthcoming European survey, which has

been called the «AES-FC 2006» survey, will focus on young people in the 15- to 24- year old age group who have completed their initial studies.

The AES-FC 2006 survey will be run the same year as the third edition of the European «Continuing Vocational Training Survey» (CVTS 3), for which DARES and Céreq will be responsible in France, with the cooperation of Insee. Firms with 10 or more employees will be questioned about the reasons why they have recourse or not to continuing vocational training, the various ways in which this training is provided, the duration of the training courses and periods of placement and the costs involved, how often the training courses of each kind are run and the number of employees trained. The choice of the firms selected to take part in the CVTS 3 survey (amounting to 8 000 companies) will be partly based on the declarations made by employees responding to the AES-FC 2006 survey. This will make it possible to make comparisons, on a fairly small scale at least, between the statements made by firms and employees on the subject of continuing vocational training.

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■ or consult the following websites:
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New Publications

Des bancs de l'école aux postes de travail: chronique d'une ségrégation annoncée

[From Classroom to Work Stations: The Chronicle of a Segregation Foretold]

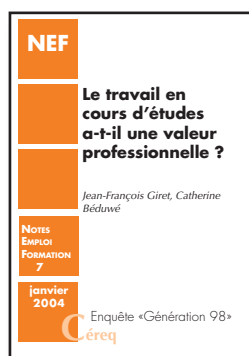
> Thomas Couppié and Dominique Epihane (Céreq)

NEF no. 6, Céreq, January 2004

Over the past fifty years, the growing power of women on the labour market has not checked the concentration of female jobs. Women have maintained—or even increased—their presence within occupations where they were already present in large numbers. This occupational segregation is traditionally interpreted as the reproduction within the working world of a segregation taking place earlier on, in the classroom. And indeed, if the number of young women continuing their studies increased considerably over the last century, the training programmes and subject areas they choose have hardly been diversified.

Couppié and Epihane show that educational segregation, stemming from the different tracking of girls and boys, is not automatically extended into working life. In a large number of occupations, a new segregation process appears on the labour market. In professions which are regulated and where the recognition of training is strong, young people, men and women alike, can hope for good employment conditions. Meanwhile, certain male occupations, which would seem to represent the *ne plus ultra* in terms of employment conditions, nonetheless constitute a fertile terrain for unequal treatment of men and women. And the inequalities turn out to be the greatest within the “mixed” occupations. In every case, this study demonstrates the degree to which the diversification of girls’ options for study cannot by itself resolve the problem of gender disparities. If the employment conditions of women and men are so different, there is probably a need to look at the functioning of the labour market as well.

■ These publications are available at the Céreq bookstore or by mail order to Marie-Christine Antonucci, Céreq, 10, place de la Joliette, BP 21321, 13567 Marseille cedex 2. Tel. 33 (0)4 91 13 28 89 Fax 33 (0)4 91 13 28 80. E-mail: antonucci@cereq.fr. Orders must be accompanied by payment (please include 4 € for postage and handling).



Le travail en cours d'études a-t-il une valeur professionnelle ?

[Does Work During Studies Have Professional Value?]

> Catherine Beduwé (LIRHE, Toulouse) and Jean-François Giret (Céreq)

NEF no. 7, Céreq, January 2004

This document examines the nature and professional value of the work carried out by a considerable share of recent higher-education graduates during their studies. It is aimed at understanding how students’ work activities enter into the development of their professional competences and to what extent they broaden their professional network and constitute a first work experience which can improve a first CV. The findings show that working during initial studies is not simply a means of earning money, however essential this may be: it has real professional value. In general, such work is judged positively by students and employers, albeit with some minor differences. Only the most skilled work activities, carried out over relatively long time periods and in relationship with the initial training, offer this professional value. They are considered the most prestigious, by the students and their future employers, who recognise them through remuneration. The authors also show that these activities with high professional value are not necessarily those which most disrupt the successful pursuit of studies.

Les modes de stabilisation en emploi en début de vie active

[Patterns of Employment Stabilisation at the Beginning of Working Life]

> Alberto Lopez (Céreq)

NEF no. 8, Céreq, January 2004

The majority of young people exiting the French educational system in 1998 took less than one year to begin their first period of continuous employment of over eighteen months. He distinguishes six kinds of itineraries. The most frequent corresponds to an immediately lasting commitment to a single employer with a CDI (permanent work contract). This pattern only applies to a third of the young people stabilised in employment, however. Among the other types of itineraries, a good number of young people achieve employment stability through mobilities or temporary contracts prior to obtaining a CDI with the same employer. More than one young person out of five also remains in employment without changing employers but does so with a temporary contract. This form of stabilisation is partly related to the use of subsidised contracts (youth jobs, job-solidarity contracts, consolidated job contracts, skilling contracts, etc.) that are by nature transitory. More broadly, it is also related to certain features the way employers manage the youth labour force, whether in the public or private sector.

Depending on their level and type of training, the young people achieve employment stability with more or less rapidity but also in rather different ways. Those with the most prestigious diplomas often obtain a CDI or civil-servant status right away. At the other extreme, those with the least qualifications more likely have a precarious status. Certain secondary-level training programmes preparing for industrial occupations seem to favour stabilisation through mobility. These programmes correspond to qualifications or activity sectors where there is frequent recourse to temping. However, when they are based on apprenticeship, they more frequently lead to stabilisation with a CDI obtained at the moment of entry into working life. This document also provides an analysis of the young people’s opinions about their first employment stabilisation as seen three years after exiting the educational system.

Médiation et médiateurs sociaux : entre nomination et professionnalisation

[Social mediation and mediators: from appointment to professionalisation]

> Didier Demaziere

Social mediation is a newly emerging professional category designed by the French authorities, especially in the framework of the "new jobs and new services" and "youth employment" schemes. This tendency to create new professional categories led the author of this paper to take a look at what these new categories actually mean in terms of the activities they involve and to assess the output, if any, of this newly constituted professional group. He describes the modes whereby the work of social mediators is formulated, specified, applied and performed. Three aspects are explored in particular: the mediators' relationships with the hierarchy, with recognized professional specialists, and with the public and users of mediators' services. Due to the gaps persisting between the various levels, the dynamics of the professionalisation which was originally defined as a priority goal in the scheme turn out to be full of weaknesses and failings. Due to these problems, the work of social mediators is not even perceptible to those on the outside.

Le temps des études universitaires : le cas des travailleurs sociaux

[The University training period: the case of social workers]

> Joël Zaffran

This paper deals with the expectations of social workers who have undergone University studies as part of their continuing training, and with the effects they feel these studies have had. After presenting the main results of a survey carried out on a sample group of social workers undergoing continuing training at a University, the author examines the question as to whether the University training period came up to people's expectations, using three models, the "disappointment" "promotion" and "vocational" models. In the last part, some new lines are suggested for investigating the links between continuing training and the University.

La gestion par la dérogation : une politique d'apprentissage industriel en Belgique francophone

[Management by derogation: industrial apprenticeship policy in French-speaking Belgium]

> Audrey Levêque and Didier Vrancken

Based on a study on a Belgian alternance training scheme (the industrial apprenticeship

scheme) and on a sociological approach to the theme of identity (Dubar), it is proposed in this paper to draw up a picture of how training and employment policy is actually applied in one of the main industrial professional sectors in French-speaking Belgium. The authors describe how public policy can be reappropriated by the players on the field, who have set up a whole system of management by derogation.

Les jeunes ouvriers et la « formation tout au long de la vie » : promotion ou insertion ?

[Young workers and "life-long learning": promotion or transition to work?]

> Tristan Poullaouec

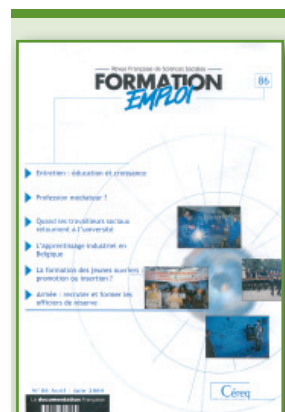
In life-long learning surveys, the various vocational training schemes available are rarely studied in terms of the employees' expectations. Given the well-known inequality of training opportunities, the author examines what factors may have determined whether young people classified in 1997 as workers had access to training courses of two kinds: on-the-job courses run by the employers, and post-scholastic, extra-work- place courses organised by the various institutions responsible for facilitating young people's transition to work. The findings obtained in the "Génération 92" Céreq survey show that young people's early educational paths and experience contribute crucially to their motivation for undergoing vocational training of these two kinds.

Former des cadres dirigeants : le cas des officiers de réserve d'État-major

[Training top executives in the French army]

> Mohamed Madoui

The abolition of military service in France, the professionalization of the armed forces and the decrease in the numbers of their members are important events in the history of the French Army. The reserve forces complementing the full-time forces consist nowadays of volunteers, most of whom work in the private, public and associative sectors and can be mobilised by the Army in case of need. These auxiliaries are participating in the transformation of the Army by acting as mediators between defence and civil society and by providing the professional armed forces with an efficient, well-integrated tool. How are reserve staff officers (Orsem) recruited and trained? This paper is based on a survey on various categories of Orsem officers and highly placed members of the military hierarchy.



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