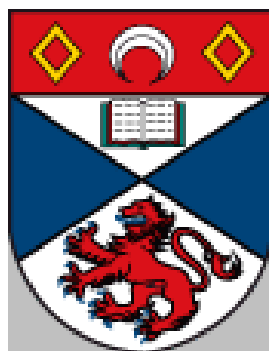


UNIVERSITY OF ST. ANDREWS



Improving Students' Learning Aspirations Beyond Post-Primary Education: A First Account of Two Non-Formal Education Programmes in Middle-Income

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**Improving Students' Learning Aspirations Beyond Post-Primary Education: A
First Account of Two Non-Formal Education Programmes in Middle-Income
Countries**

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Abstract

Non-formal education programmes are active in a number of developing countries. These programmes offer vulnerable students an opportunity to pursue their education although they were excluded for various reasons from the formal education systems. This paper examines the impact of two programmes (one in Mauritius, and one in Thailand) on their participants' aspirations towards learning.

We develop a methodology to measure the perception of students regarding their learning experience. More than a third of them, for example, believe that there is no barrier to their education. Most acknowledge the role of their teachers in raising their aspirations towards their educational achievement. When compared to male students, female students seem to value more the role of their education.

Key Words: Non-formal Education, Aspirations, Mauritius, Thailand.

JEL Classification Code: I21

1. Introduction

The purpose of this paper is to investigate the impact of two non-formal education programmes in Mauritius and in Thailand on students' aspirations, and their perception towards learning. Both programmes aim to enable their participants to find a way back into the formal education system, to receive further training, or to enter the labour market. The students, who are targets of these programmes, belong to groups particularly at risk to be employed in low-skilled and low-quality jobs, if not unemployed. They disengaged from the formal educational system and do not have a lower-secondary diploma. These programmes allow them to re-engage in learning and enhance their skills by providing them with an education that suits their needs. Our paper investigates the impact of attendance in these programmes on the students' aspirations towards learning, where aspirations are measured in terms of self-reported levels of participants' confidence.

Achieving greater literacy¹ among all is one of the goals of the 2000 Dakar Education for All action plan signed by 64 countries, including Mauritius and Thailand. This plan is often seen as a central device that can facilitate the achievements of the Millennium Development Goals (MDGs). Promoting education is indeed important for developing countries. As remarked by Knowles and Behrman (2005, p. 112) an improvement in education levels can reduce child labour and youth unemployment, enhance inclusion and improve labour productivity, which, in turn, could foster economic growth. However, when a large proportion of the population is young and access to higher education is limited, lack of skills in the labour force becomes chronic and can harm growth. Youth unemployment leads to social, economic and political problems and therefore raise policy-makers' concerns. Urdal and Hoelscher (2009, p. 2) explained that "if governments fail to provide opportunities and services to a growing urban population,

¹ See Appendix 1 for a definition.

increased grievances may arise, fuelling protests and possibility political violence. Mauritius and Thailand's experience with their respective growing young population is complex. By leaving or dropping out of school before completing the compulsory education, young people end up being denied to work in the high paid jobs that require skills. In this sense, school dropout² before completion of lower secondary level could be one of the causes of child labour, in which children are involved in jobs ranging from household chores, to household production or poorly paid activities (Nicaise *et al.*, 2000; Fry, 2002; Bunwaree, 2005; ODEROI, 2006 and 2008).

Although the literacy goal was meant to be achieved for individuals of all ages, efforts have usually been concentrated on basic education for children, in particular girls (Temblon and Fort, 2008). The implementation of literacy programmes for adults and young people who failed to complete their formal education has not been a priority. This is unfortunate for at least two reasons. Firstly, the majority of illiterate people are not children. Aoki and Oxenham (2002) estimated that approximately 900 million people (youth and adults) in developing countries are illiterate, compared with 113 million children. Secondly, the effect of improving primary education takes years to generate positive effects in the economy. Tackling the adults and young people's lack of education (or skills) could reduce this time span and accelerate progress towards the MDGs. Oxenham (2009) emphasises that neglecting these targets could sabotage the overall effort invested in the MDGs.

Reasons for dropping out from school in developing countries³ are various. For instance, students help their parents or family in work or domestic work, schools are too far or too expensive, schools' curriculum does not meet students' needs, there is fear of

² See also Chaudhuri and Maitra (2008) for an analysis of school dropout in 138 countries.

³ Even in developed countries, early dropout and non-completion of schooling are a problem. (See Aricò and Lasselle, 2010).

violence, *etc.* There may be also restricted access to higher levels of education. According to World Bank (2006, p. 115-19), World Bank (2007, p. 222-23) and Jimenez *et al.* (2007), few countries have adopted measures to offer a second chance to young people who have left school at different stages, and come from different socioeconomic settings. Successful programmes are linked to the school system, they are informed by the demands of the labour market, and they are delivered on a flexible and part-time basis that can accommodate work and family responsibilities. Handa *et al.* (2009, p. 513) explained that “the educational needs of these adults and young people are delivered by very diverse organisations in developing countries, ranging from informal programmes provided by faith-based organisation to more formal programmes run by NGOs, and state-sanctioned programmes offered by national training agencies or ministries of education”. However, these programmes have common features, including voluntary participation, use of existent infrastructures, volunteers, *etc.* Since Dakar 2000, non-formal education programmes have been more appreciated. Glassman *et al.* (2008) reviewed some of them and underlined that they are seen as a way to reach the goals of Education for All and facilitate the MDGs achievements. They also stressed that as primary education has been the centre of attention in many developing countries, the number of achievers increased and the secondary education system has difficulties to absorb them. Since non-formal education programmes allow flexibility, they are considered more suitable to meet vulnerable young people's needs.

Our paper does not consider state-sanctioned programmes, and focuses only on two non-formal education programmes implemented in two middle-income countries of the Indian Ocean: Mauritius and Thailand. However, we do not examine aspirations towards learning according to participants living in different countries. We study the impact of two similar programmes on their participants' aspirations towards learning. Both programmes are indeed similar in various aspects. Both tackle a crucial issue:

fostering the level of literacy of young people excluded from the formal education system. They have been in place for a while and are well established in their communities. They were not initiated by the state; nevertheless, over the years, they have influenced programmes designed by their respective governments.

In both countries, providing an education and a work opportunity for all is a challenge. There are some distinct reasons for this across the two countries that we have examined, but some of the difficulties faced are common to both countries. The proportion of young people over the total population is large. In 2005, 16.4% of the Mauritian population was between 10 and 19 years old, this proportion is expected to be 13% in 2025. In Thailand, in 2007, the proportion of Thai population with age between 10 and 19 was 15.16%, which is a slight increase compared to 15.08% in 2005 (Department of Provincial Administration, Thailand's Ministry of Interior, 2010). Access to the labour market without a degree (even for low skilled jobs) can be difficult. In 2005, 36.9% of the 15-19 years old out-of-school Mauritians were unemployed. However, 21% of people aged 15-19 were economically active. 57% work at least 15 hours a week, 8% are still at school, and 37% were unemployed. The Thai situation is better. In 2002, the Thai youth unemployment rate was 6.6% and declined to 4.8% in 2005.⁴

Both education systems are intensive yet selective. Students need to pass a national qualification to make progress into the formal education system (primary and secondary education certificates). Universal primary education is achieved in line with the Child Rights Convention. Access to secondary education is not yet straightforward despite the governments' effort to foster enrolment in secondary education. Competition for school places at higher levels, which is resolved through performance at national examinations, generates a situation in which private tutoring complements normal

⁴ Source <http://www.indexmundi.com/thailand/youth-unemployment-rate.html>

schooling. The best performers go to the best local schools. We now briefly review the specific difficulties arising over the education curriculum in both countries.

In Mauritius, approximately 35% of children fail the examination at the end of the primary cycle (Certificate of Primary Education, hereafter CPE). Students can resit this examination. After two failed attempts, some may enrol in pre-vocational studies, others may attend private secondary schools, while others simply leave the education system. It is estimated that 3% of 11-14 year old students are not at school, and this proportion increases to 22% for 15-19 year olds. Language is seen as a major barrier to education. As Boswell (2006, p. 37) emphasises, “classes are taught in English, a language rarely spoken in public and hardly ever spoken at home”. For the majority, Creole⁵ is the mother tongue.

In Thailand, by investigating the reasons for dropout at the secondary school level, we find that there are several factors, which young people experience as barriers to education. Firstly, many schools in Thailand still use traditional learning modes, which are teacher-centred and emphasise on memorising and passive learning. Some students are unable to give their voice in reflecting on their educational experiences (Fry, 2002). Other factors for school dropout include poverty and financial issues. According to Nicaise *et al.* (2000), there exists a relationship between poverty and school dropout both at the micro- and macro-level. In her UNESCO lecture⁶ “Education of the Disadvantaged”, H.R.H. Princess Maha Chakri Sirindhorn distinguished various groups of young people (street children, migrants’ children, refugees without citizenship, those with mental or physical disabilities, *etc.*), each group experiencing its own barriers to education. Last but not least, according to the records kept by the NSW programme of

⁵ There are some attempts to introduce Creole as an option (see Le Mauricien 24 January 2010).

⁶ Given in 2001, but published by UNESCO in 2004.

the reasons why students dropped out of their former schools, pre-mature pregnancy and family conflict are among the most common barriers (Srisakulthai, 2008).

Little is known about the perception of young people about their schooling experience in developing countries. Our paper gives a better understanding of the impact of these programmes on the students from their individual point of view. We do not claim that our results can be generalised. Nevertheless, we believe that our approach can prove to be very useful in programme's evaluation. Students narrate if their attitude about learning has changed since they have enrolled in the programmes.

Section 2 provides some information about the programmes we consider. Our methodology is described in Section 3. All results are collated in Section 4. The discussion and the conclusion are provided in Section 5 and Section 6, respectively.

2. The Two Non-Formal Education Programmes

We examine the impact of two non-formal yet well-established programmes (one in Mauritius, one in Thailand) on their participants' aspirations towards learning beyond post-primary education. Both programmes are designed to increase the level of literacy. Their learning environment is consistent with a child-centred approach. They are not gender specific. For various reasons, their participants failed to progress within the formal education system and were registered in these programmes by their family or carers. The participants are indeed too young or not qualified to access training opportunities or the formal labour market. The non-formal education system constitutes their only alternative in terms of education. Both programmes are located in specific areas in their respective country. They are fully integrated with their local community. They are not funded by the state and rely, instead, on donations and goodwill.

2.1 The Adolescent Non-Formal Education Network (Mauritius)

The Adolescent Non-Formal Education Network (hereafter, ANFEN) was founded in 2000. Initiated by UNICEF, it nowadays benefits from the financial support of various partners, including the European Funds and the private sector. It is a non-profit federation of seventeen associations of non-governmental organisations located in specific neighbourhoods in Mauritius. Its objectives are two-fold. Firstly, it offers free non-formal full-time education to between 600 and 700 out-of-school young people for at most three years. Secondly, the members of the federation share teaching and learning practices, including teaching training. The curriculum is identical in all locations.

Participants are registered at the institutions by their parents or carers. These are students who failed during the transition to the formal post-primary education system. They did not pass the CPE and did not want, or could not, access the formal education system. Nevertheless, some prepare to resit the CPE for the second or third time while attending an ANFEN centre.

2.2 The NSW Asking for Chances Programme (Thailand)

The NSW Asking for Chances Programme (hereafter, NSW Programme) was founded in 2001. It is a non-formal school curriculum, which puts emphasis on flexibility. It offers the students the opportunities to return to education and be awarded a degree certificate that is a necessary requirement for them to return to the formal education system, or to access the labour market. Most of the teaching is undertaken on a part-time basis and only partially during the School's office hours, depending on agreement between teachers and students.

During the admissions process, the students' official transcript, issued by their former schools, along with the school transfer document (and other documents, such as

the census registration), are thoroughly checked before the students proceed to the interview process. During the interview, students are asked about the reasons for quitting their former schools, and appropriate guidance is given by the programme director. The students receive an appointment to go to the school for tutorials and evaluation (tests). A small fee is collected from the applicants when they first join the programme to cover for the documents used throughout the programme.

Students who complete their study, accumulate the required learning hours, and satisfy the School's learning assessment, are entitled to graduate, and to receive a degree certificate issued by Thailand's Ministry of Education.

3. Data

3.1 Participants

Students who were present on the day the researchers visited schools belonging to both programmes were asked to complete the questionnaire. In Mauritius, completed questionnaires were received from 94 students out of 350 enrolled (a response rate of 30%) in four different ANFEN centres.⁷ In the case of Thailand, questionnaires were distributed to students enrolled in the NSW Asking for Chances Programme. Completed questionnaires were received from 241 students out of 500 (a response rate of 48%). The majority of the students belonging to our sample mainly came from the surrounding of the institutions and lived, at least, with one of their parents.

Our sample is composed of 127 females and 208 males; that is to say a gender split of 38% and 62%, respectively. The average age was 17 years old (the youngest

⁷ In school 1, 28 students out of 50 filled in the questionnaire; in school 2, 20 out of 100; in school 3, 30 out of 70 and in school 4, 16 out of 30. In schools 2, 3, and 4 the researcher asked all students studying for the CPE to fill in the questionnaires.

student was 10, and the oldest 42).⁸ 27% of our sample were 13-15 years old; 40% were 16-18 years old, and 24% were 19-21 years old. There were no significant differences by gender between the two programmes, However, NSW students were slightly older. We decided to restrict our analysis to the 13-18 year old group, considering a total of 208 students. This restriction is consistent with the overall gender proportion.

3.2 Questionnaire Design

The questionnaire (available in Appendix 3) is primarily designed to measure the change in the students' attitudes towards learning following their enrolment in the two programmes. To a lesser extent, the questionnaire also measures how these attitudes are affected by the students' own family background and location background, which are considered to be factors that could create barriers to education. The questionnaire is also able to assess whether the process of aspiration formation can be differentiated by gender.

The questionnaire, which comprises of twelve questions, is divided into three sections. The first section evaluates the young people's intentions and perceptions towards attending the programmes. In addition, one of the questions addresses the issue of barriers to education. In the second section, the questionnaire assesses the students' perception of the programmes, and students' attitudes prior to their attendance. The third section is directly related to the evaluation of the students' experience during their participation in the programmes.

For each question, students are presented a list of possible answers (including a deviant factor "other"). These answers are based on similar research developed within a

⁸ 28 students did not declare their age.

European context, as well as on extensive interviews with the directors of both programmes, and with some of the programmes' teachers. 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.* median and frequency). The analysis was performed either by gender, or with respect to the total number of responses. We applied a standard Fisher's test analysis to identify any gender or programmes differences in the responses.

4. Results

4.1 Similarities across two non-formal education programmes

Meeting the programmes' objectives

The key motivation for participating in the programmes for about 80% of the respondents (in either programme) is the possibility "to go back to education". Moreover, 60% of the respondents described the school as "a way to go back to education". It is clear from these responses that the participants felt that they have returned to education. 70% of the respondents related their experience through the programmes to their teachers. Indeed, they highly valued their teachers, who were identified as the persons who guided them throughout the programmes. These results are somehow expected, and they confirm that the education programmes we have considered are achieving their main objectives. However, considering that the respondents were fully disengaged from the formal education system, we also believe that these results are very powerful.

Perceived barriers to education

More than a third of the respondents in either country reported that they did not perceive any barriers to education. This is a rather surprising result which was also found in a study using a similar methodology (Keir *et al.*, 2009). In the attempt to interpret this

result, we should mention that when students filled in their questionnaire they were already in a well-supported environment, and they were already attending a well-designated learning centre, often called “school”. Thus, it seems that students perceived this learning centre as a mean to progress in their education. Almost all of our respondents lived at home. 83% of the ANFEN respondents and 29% of the NSW respondents were encouraged to participate in by their family. Note that 31.5% of the NSW respondents were encouraged by their former school advisor.

Attitude, confidence, and networking

On the day the students had learnt that their applications were successful, almost all the respondents started to think more positively about their future. This can indicate a change in their attitude and could reflect a positive move from their bad experience in the formal education system. Many of them were happy on their first day of attendance at the programmes, but about a third of the respondents were worried on the first day of their attendance.

The performance of the programmes was assessed through the questionnaire in two different ways, when we asked the students to describe (i) the programmes, and (ii) their experience within the programmes. Students were asked to rank their responses, choosing from alternatives which can be broadly classified as social aspects, educational aspects, and psychological aspects. In this sub-section, we focus on the social and psychological aspects. These are of particular interest as low levels of confidence could inhibit successful educational attainment. By aggregating the first and the second most frequently reported responses, we observe that:

1. 83 respondents (40% of our sample) stated that they wanted to participate in the programmes to “gain more confidence” (Question 2 of the questionnaire). However, they were 120, *i.e.* 58%, to choose the Question 8’s alternative “it

helps me to develop my confidence” when asked to describe their experience while they are at the institution.

2. 32 respondents, *i.e.* 15% of our sample, stated they wanted to participate in the programmes to “meet new people” (Question 2 of the questionnaire). However, they were 60, *i.e.* 28%, to choose the Question 7’s alternative the programmes are “fantastic places to meet new people”.

Therefore, we can conclude that the participants experienced a change in their attitude and confidence while attending the programmes. Students’ responses indicate that their level of confidence has increased, as well as that they have enlarged their network.

4.2 Gender and programmes differences

There are some statistically significant differences in questionnaire responses by gender and by programme that are worth highlighting.⁹

We can observe that ANFEN males were more comfortable when they arrived at the School, compared to their female peers (Question 6, significant at 0.4%). On the other side, NSW females seem to better recognise the role of the School in allowing them to go back to education (Question 7, significant at 10%). In both ANFEN and NSW, male students value the role of their teachers significantly more than their female peers (Question 8, significant at 0.1% and 0.5% respectively). Overall, these results seem to indicate female students are more driven by the opportunity to proceed with their learning experiences and are more independent. On the other side, male students feel more at ease within the school environment, but rely much more on the support of their teachers.

⁹ See Appendix 2 for statistical tables and methodology.

Aggregating responses by gender, we also conducted a few comparisons across the responses received from students participating in the two programmes. Concerning the perception of barriers to the labour market, NSW students seem to attribute them significantly more to external factors, particularly the area they live, rather to their own personal attitude (Question 3, significant at 6.6%). NSW students also denote significantly higher enthusiastic responses for being accepted to participate to the programme and for being at the School. (Question 4, significant at 6.4%, and Question 6, significant at 4%). On the other side, ANFEN students value the role of their teachers significantly more than NSW students (Question 8, significant at 0.4%). These two results need further investigation.

5. Discussion

Our research confirms that both the ANFEN and the NSW programmes have a positive impact on their participants. Moreover, our analysis reveals that the key-success of these programmes is two-fold. In fact, our result involves both (i) an evaluation of the education programme itself, and (ii) an assessment of the change in the attitudes of the respondents towards learning. Firstly, students realised that their participation in these non-formal programmes allowed them to return to education, and that their teachers helped them to make progress in their studies. Secondly, students revealed that they experienced a change in their attitude, and an increase in their confidence levels.

Our research puts forward some features that should be taken into account when programmes such as the ones considered in this paper are evaluated. Previous research gathered by Knowles and Behrman (2005) emphasises the difficulty involved in assessing non-formal programmes. This assessment often rests on various factors, including costs and education attainment. ANFEN and NSW are primarily designed to

provide a non-formal education to young people. We can add that both programmes also ease the transition of young people from the learning environment to the labour market. Their participants are disengaged from formal schools. They are too young to access training programmes or the labour market. Without the aid of these non-formal programmes, they would be exposed to the risk of long unemployment spells, and low-paid jobs, since a very young age. Their enrolment in these programmes allows them to make progress in literacy and to enhance their confidence. The fact that they commit themselves to these non-formal education programmes is a positive and successful outcome on its own. In other words, ANFEN and NSW are successful at motivating young people to actively re-engage in education, as well as facilitating their transition from education to employment. In more general terms, we argue that further research in programme evaluation should rely on a wider set of measures to assess soft skills at the individual level.

6. Conclusion

We investigated the impact of two non-formal education programmes in Mauritius and Thailand on students' aspirations towards education. These programmes provide a post-primary education to students who experienced problems and difficulties in completing their education under the formal education system, and who failed to obtain an academic qualification. Our study was based on questionnaires administered to 208 participants. Our results indicate that attendance to the programmes has a favourable impact (i) on students' attitude, (ii) on students' confidence, and (iii) students' opportunities to belong to a broader social network. Moreover, our results also highlight that teachers play an essential role in these programmes.

Our research can be extended in two directions. Firstly, it is clear that a follow-up study is needed to assess whether similar results will continue to hold over new cohorts

enrolling in the two programmes analysed in this study. Secondly, the progression of these students in terms of either access to higher levels of education, or entry to the labour market should be investigated. We are currently conducting further research on the transition from ANFEN to the labour market in Mauritius, and on the transition from NSW to secondary education in Thailand.

Acknowledgements

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All errors are ours. The views expressed in this paper are ours and do not represent those of ANFEN and NSW.

Appendix 1 – Definition of “literacy”

Definition (Oxenham (2004, p. 2))

Literacy encompasses more than the basic skills of reading, writing and calculating. It can and does involve learning and education for combination of: personal satisfaction, healthier family life, more productive livelihoods, assessing credits, establishing and managing a business, stronger support for education children, deeper understanding of local, national and even international conditions, stronger participation in civic affairs and social development, capacities to require accountability from public services, knowledge of rights and how to insist on them. In this light, the discussion here will use literacy as an abbreviation for programmes of education an training that combine reading, writing and calculating as central components with equally important components concerned with family, social, economic or political life.

Appendix 2 – Statistical Analysis

To perform our gender and programme 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.2.1.

Table A.2.1 First-ranked responses

Question No.	Response(s) of interest
1	Parent(s) + Brother or sister + Me
2	Go back to education
3	My attitude
4	Very happy + happy
6	I was happy/pleased
7	It's the place which allows me to go back to education
8	My mentor helps me to improve

Thus, for each category of interest, we constructed a two-entry table to identify the presence of a significant difference in the frequency of responses of interest by gender/programme. The gender analysis was performed separately for NSW and ANFEN. The presence of significant differences in the frequency of responses of interest of female and male students was assessed by testing the alternative hypotheses:

H_0 : The response of interest occurs with higher frequency for female (or male) 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).

The presence of significant differences in the frequency of responses of interest by programme was assessed by testing the alternative hypotheses:

H_0 : The response of interest occurs with higher frequency for NSW (or ANFEN) students (with respect to other responses).

H_1 : The response of interest occurs with the same frequency for NSW and ANFEN students (with respect to other responses).

Given the limited number of questionnaires available, a standard Fisher's Exact Test analysis was employed. The outcomes of this analysis (P-values) are also reported in Table A.2.2 to detect differences by gender, and Table A.2.3 to detect differences by programme. By construction of the test, a low P-value on the left Fisher's tail corresponds to male responses significantly more frequent than female responses (ANFEN more frequent than NSW). A low P-value on the right Fisher's tail corresponds to female responses significantly more frequent than male responses (NSW more frequent than ANFEN). The 2-tailed test assesses the presence of significant differences in the frequency of responses of interest in either direction simultaneously; e.g. males more frequent than females and vice versa (ANFEN more frequent than NSW and vice versa).

Table A.2.2 Gender analysis – Fisher Exact Test

Question No.	NSW			ANFEN		
	Left	Right	2-Tail	Left	Right	2-Tail
1	0.709	0.431	0.850	0.167	0.944	0.221
2	0.876	0.239	0.388	0.242	0.876	0.372
3	0.705	0.504	0.787	0.455	0.752	0.782
4	0.166	0.925	0.239	0.438	0.743	0.804
6	0.301	0.813	0.581	0.004***	0.999	0.006***
7	0.971	0.064*	0.100*	0.517	0.659	1.000
8	0.001***	1.000	0.002***	0.005***	0.999	0.009***

*** significant at 1% , ** significant at 5%, * significant at 10%

Table A.2.3 Programme analysis – Fisher Exact Test

Question No.	Left	Right	2-Tail
1	0.000	1.000	0.000
2	0.923	0.133	0.212
3	0.066*	0.971	0.112
4	0.969	0.064*	0.122
6	0.979	0.040**	0.065*
7	0.420	0.687	0.776
8	0.004***	0.998	0.008***

*** significant at 1% , ** significant at 5%, * significant at 10%

Appendix 3: The questionnaire

Notes:

The same questionnaire was used both in Mauritius and in Thailand. The term “Second Chance School” was replaced by either ANFEN or NSW, accordingly. The questionnaire was translated in Creole for Mauritius and Thai for Thailand. Question 9 was not filled in by Mauritians as they were already back in education.

YOUR NAME		
✂-----		
We would like :		NUMBER
<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. 		
1. Who has encouraged you to think about going to the Second Chance School? Please rank them in order of importance, i.e. 1,2,3 etc.	Parent(s)	
	Brother or sister	
	Former School Advisor	
	Friend(s)	
	Social worker	
	Me	
2. I wanted to participate in the Second Chance School to: Please rank them in order of importance, i.e. 1,2,3 etc.	Other (please explain)	
	Go back to education	
	Gain more confidence	
	Meet new people	
	Discover new things	
3. What do you perceive as being the main barriers for your education? Please rank them in order of importance, i.e. 1,2,3 etc.	Other (please explain)	
	No-one is encouraging me to go	
	My attitude	
	The area I live	
	My friends	
	I don't know of any barriers	
The following questions relate to your attitude 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 ✓	Other (please explain)	
	Very happy/I wanted to start immediately	
	Happy	
	Indifferent	
	Worried	
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 ✓	Other (please explain)	
	Yes	
	No	
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 at the Second Chance School? Please rank them in order of importance, i.e. 1,2,3 etc.	Indifferent	
	I had lots of unanswered questions	
	I was happy/pleased	
	I was a little bit worried	
	I was not happy to be here	
	As always	
7. How would you describe the Second Chance School? Please rank them in order of importance, i.e. 1,2,3 etc.	Other (please explain)	
	It's a nice place to be in	
	It's a fantastic place to meet new people	
	It's the place which allows me to go back to education	
	It is not a school	
8. How would you describe your experience when you are at the Second Chance School? Please rank them in order of importance, i.e. 1,2,3 etc.	Other (please explain)	
	My mentor helps me to improve	
	It helps me to develop my confidence	
	I am acquiring essential skills	
	I am bored when I am here	
	I don't know	
9. Would you now consider going back to school? Please ✓	Other (please explain)	
	No (please explain why not)	
10. Can you tell something that you don't like at all at the Second Chance School?		
11. Can you tell something that you like a lot at the Second Chance School?		
12. What can be done to improve the Second Chance 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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