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ANALYSIS OF THE TRAINING NEEDS OF ADULT LEARNERS

ERASMUS+ PROJECT - STRATEGIC PARTNERSHIP FOR THE
EXCHANGE OF GOOD PRACTICES IN ADULT EDUCATION
PROMOTING DEVELOPMENT, ASSESSMENT AND
RECOGNITION OF ADULTS' NON-FORMAL AND
INFORMAL COMPETENCES
(2019-1-IT02-KA204-062660)

ANALYSIS OF THE TRAINING NEEDS OF ADULT LEARNERS

This report was created in July 2021, as a result of the collection of the local analysis of the partner organizations carried out in the frame of the project **“ProComp - Promoting Development, Assessment and Recognition of Adults' Non-formal and Informal Competences”** (2019-1-IT02-KA204-062660), co-funded by the Erasmus+ Programme of the European Union and coordinated by Travelogue Associazione di promozione sociale (Marsciano, Italy).

For further information, visit the website: <https://www.procompetences.eu/>.

Partner organisations:

- Travelogue Associazione di promozione sociale (Marsciano, Italy)
- Asociación Iniciativa Internacional Joven (Malaga, Spain)
- Associazione Vita Indipendente Umbria APS (Terni, Italy)
- Epralima – Escola Profissional Do Alto Lima (Arcos de Valdevez, Portugal)
- IMF - Institut Méditerranéen de Formation et Recherche en Travail Social (Marseille, France)

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Analysis of the training needs of adult learners

We now accept the fact that learning is a lifelong process of keeping abreast of change.

And the most pressing task is to teach people how to learn.”

Peter Drucker.

Introduction

The definition of training needs is mainly linked to overcoming the gap existing between the skills that must be possessed to carry out a specific activity and those possessed by the subject. The gap, which the training courses are called to fill, may or may not refer to certain standards (current or desirable) and can have different intensities, which must be detected in the analysis.

The gap may concern the knowledge and skills possessed and those necessary to guarantee work achievement, or it may be the shift between the knowledge and skills possessed and those that can be acquired.

The training needs are also defined as the need, more or less explicit, to adapt the skills of the people to the characteristics of the organizational structure and to the company's working methods, according to production and market needs or to certain socio-economic scenarios.

The training need indicates the set of contents of specific training interventions formulated starting from the needs that have emerged.

It is necessary to take into account the needs expressed by individuals in terms of knowledge, skills and motivations and the system of mutual expectations between the world of work and people.

The analysis of training needs is configured as a real research activity.

The identification of needs and the definition of training needs is also a moment of training for the people who participate.

An analysis done properly allows you to identify the distance between current skills and knowledge and those to be achieved.



It allows one to determine the contents of the training and then to outline the basis of the training plan, which must give an answer, both in terms of strengthening / development and in terms of constituting knowledge and skills.

In addition, it helps to draw up the guidelines for the evaluation of this plan and cannot ignore good communication that involves all the employees involved.

The training action (always aimed at the person and his / her growth, not just professional) that is called upon to satisfy the need and therefore to bring about an improvement.

The training action therefore takes care of the transformation, of the change of people, of their holistic dimension, taking into account that every learning process is never a point of arrival.

The shortcomings of professional skills resulting from an analysis of training needs make visible not only the shortcomings but also the tacit competences that have so far been invisible and create the right conditions to facilitate the recognition of non-formal and informal competences.

The recognition of non-formal and informal learning is a way to improve lifelong learning.

Non-formal and informal skills are valued and evaluated so that they contribute to the ability to react to changes (new social needs) and therefore play an important role in Life Long Learning. At the same time they take part in problem solving, the development of innovative strategies and changes (Blings, Spöttl 2011).

“Human resources are like natural resources; they’re often buried deep. You have to go looking for them they’re not just lying around on the surface You have to create the circumstances where they show themselves”

Ken Robinson.

The goal of the analysis is to discover the training needs of the participants in the project activities.

INSTITUT MÉDITERRANÉEN DE FORMATION ET RECHERCHE EN TRAVAIL SOCIAL-

Francia

There were 24 adult learners (women 14, man 10) involved in the training needs analysis with the age between 19 -50 years old.

The tool used for the analysis was the questionnaire (attached).



The majority of learners have academic difficulties, particularly in the area of writing. Some learners have experienced or are experiencing personal and/or social issues that may interfere with their ability to follow a training program or find a job. The identification of available support and actors, and the link with professional integration partners, allows for orientation and therefore the overcoming of specific problems (eg. housing, mobility, childcare, etc.).

Some learners never had a job and do not have any references in terms of professional integration. Other people may have difficulties with social integration; the support offered may enable them to recover their motivation and self-confidence.40(6) ,40-50 (5).

The results of the analysis of the training and learning needs of adult target groups highlighted that most of them have a low level of qualification and/or who have left the school system for a long time and/or are job seekers.

Some people have not worked much and therefore have difficulties to value their experiences and skills in a job search process.

For some, they have little self-confidence and have a very deteriorated self-image.

The majority of the people in the group have difficulties at school, socially...

Most of them are unemployed, without family support. They wanted to work in the social and medico-social sector but had little idea of the jobs offered in this sector and others have a representation of these jobs that is far from reality.

They all wanted support to help them achieve their goals and structure their training or professional project. They recognized that they had difficulties in finding the information they needed for their project, in choosing a training course or profession, in writing the necessary documents to register in a training course or to look for a job. They had difficulties to valorize their previous experiences, to identify the formal or non-formal competences acquired... Some had knowledge of job search tools and methods but admitted that they had difficulty putting them into practice, while others had no knowledge in this area.

The majority of the people were followed by "Pôle Emploi" counselors (public institution in charge of employment in France) but recognize that their support is not sufficient. They are often left to themselves.

At the end of the support provided by the IMF, people are all very satisfied. Several levels of satisfaction are highlighted:

- ❖ The content of the interventions which, on the one hand, allowed them to better understand the profession and the training of educational and social accompaniment and monitor-educator and, on the other hand, helped them to develop their project and their positioning.
- ❖ The quality of the interventions. The trainers and the external speakers are thanked for the quality of their interventions, their listening and their pedagogy.



- ❖ Finally, the pedagogical organization (the course of the interventions, the choice of contents) seems satisfying to them.

The majority of people emphasize the great availability of the team of trainers and the very individualized follow-up of their path. They also note the relevance of the content, especially the sequences on social issues, the rhythm which is perfectly adapted to their personal situation (often isolated women with children) as well as the schedules and the days. As every year, some of them wanted that this preparation would be longer. Through the survey, they also pointed out that beyond the preparation of their project, this time allowed them to feel confident again, to be part of a group process...

However, they note a real difficulty in investing themselves in work outside of the sequences at the IMF (lack of time, concentration...). People with significant difficulties in French emphasize that, despite the adaptation of content to their level, the two months of support are not enough to resolve their writing issues.

They all appreciated to acquire the digital passport which gives them a certificate that they will be able to use later in their studies or in their job search. The digital passport attests to a level of knowledge concerning e-reputation, the presentation of tools and methods in the context of job search and administrative procedures.

The difficulties and the challenges encountered have been regarding the training courses that must be individualized and adapted to the characteristics of the specific target groups and projects.

More than a training action, this support to the project of access to qualification is supposed to be adapted to the professional project of the interested party by privileging a global approach allowing the candidate:

- ❖ To identify its strengths and difficulties with regard to its project through a positioning diagnosis,
- ❖ To specify its training and professional project,
- ❖ To work in addition to the program on basic knowledge (methodology of information research, written and oral communication) which needs to be reinforced by adapted modules,
- ❖ To get in touch with the field, to discover the professional field, to meet professionals, and to visit structures,
- ❖ To benefit from an individualized and group support during the whole project.

This project must be an opportunity to have access to training and/or employment. We aim to achieve the educational objectives, but also to provide personalized support, in collaboration with the social referents.



This is an essential condition for achieving the necessary requirements for social and professional integration (respect for schedules, framework, teamwork).

At the end of this process of collecting information, we are convinced that it is important to help these people to develop their non-formal skills through a support and to elaborate a career plan. By identifying their assets and setting goals for their training or professional project, they will become more efficient in their research and have a better chance of seeing their projects succeed.

SPAIN analysis carried out by AS. INICIATIVA INTERNACIONAL JOVEN)

There were 12 adult learners (women 11, man 1) involved in the training needs analysis with the age with the age between 21 -32 years old.

The tool used for the analysis was the questionnaire (attached).

The target group has a high level of studies (master" (41.7%), followed by "baccalaureate or professional qualification" (33,3%) and "university degree" (25%) and if we consider the current situation, 7 out of 12 respondents are studying, (most of them humanities, social disciplines) 2 are working and studying, 2 are volunteers, whilst one person is just working.

More than 50% of the respondents (7 out of 12) have clear ideas on their future, whilst 1 has quite clear ideas. The rest (4 out of 12) is going to evaluate several options.

Most of them consider that is useful to have support to design their professional plan.

With regard to about the contents of the educational-training courses that they attended/are attending and, in particular, if they considered it necessary. Participants had to select one number, being 1 the lowest value and 4 the highest. The average of the results is 2,6.

The information received by participants about job search techniques and opportunities in the last two years for six for them (6 out of 12) had no change, whilst the rest answered "yes" to the question.

Only 1 person out of 12 (8,33%) had the opportunity to discuss the development of his/her professional/associative commitment with specialists.

Relatively to their knowledge and skills in different areas such as Self-knowledge, Knowledge of job opportunities, Planning your own professional/ labour/ associative commitment project, Implementation of career development, the results of the group reveal a good knowledge.

Afterwards, was took into consideration different activities connected with career guidance and respondents had to answer if they have ever participated in one of these activities and how helpful were from 1 (not helpful) to 5 (very help):



Activities	Yes	No
Seminars and lectures on career guidance	41,66%	58,33%
<p>Respondents who took part to the above activity have different opinions. The average of the 5 respondents is 3,2 being 2 the lowest score (1 respondent) and 4 the highest (2 respondents).</p>		
Non-formal career guidance activities	58,33%	41,66%
<p>The average of the 8 respondents that answered “yes” is 2,7. 1 was the lowest score (2 respondents) and 5 the highest (1 respondent).</p>		
Other types of orientation	25,00%	75,00%
<p>Among the 3 participants that have participated in this kind of activity before, the answers were “2” (1 respondent) and “3” (2 respondents).</p>		
Guidance at the high school (secondary school)	58,33%	41,66%
<p>5 out of 7 respondents that have participated in guidance activities at school consider that they were not useful at all, answering “1”. The rest answered “4”.</p>		
Teamworks	66,66%	33,33%



<p>Respondents consider that they were very useful (3 out of 8 who answered yes), giving the maximum score of “5”. Three answered “4”, whilst one “3” and one “2”.</p>		
(Autonomous) realization of the professional project	66,66%	33,33%
<p>Respondents who took part to the above activity consider that it was useful, answering 2 out of 8 “5” and 5 out of 8 “4”. One person gave a “2”.</p>		
Personal advice	58,33%	41,66%
<p>Respondents have different opinions: one gave a “2” and another one “3”, two answered “4” and 3 out of 7 who answered yes used a “5”.</p>		
Group counselling	50,00%	50,00%
<p>Respondents have also different opinions in this question: one gave a “2” and another one “3”, two answered “4” and 2 out of 7 who answered yes used a “5”.</p>		
Study visits (companies, professionals, etc.)	50,00%	50,00%
<p>Among the 6 participants that have participated in this kind of activity before, the answers were “2” (1 respondent), “3” (3 respondents) and “4” (2 respondents).</p>		
Training visits (job-shadowing in professional contexts)	58,33%	41,66%
<p>Among the 7 respondents that have participated in this kind of activity before, the answers were “2” (1 respondent), “3” (4 respondents) and “4” (2 respondents).</p>		



Training activities in the field of volunteering	83,33%	16,66%
50% of respondents, who participated in the above activity, assess that it was “very helpful”, giving “5”, whilst the rest answers “4” (1 respondent), “3” (2 respondents), “2” (1 respondent) and “1” (1 respondent).		
Special events (Career Days, Study Fairs, contests, etc.)	58,33%	41,66%
Respondents who took part to the above activity answered with “3” (4 respondents), “4” (1 respondent) and “5” (2 respondents).		
Concerning other activities, one respondent considers very helpful to have spoken with professionals and another that participating in congress helped her/him a lot.		

When the participants were asked about their learning needs and other suggestions to improve their job search or the definition of their professional plan, they provide the following answers or comments:

- Technical and financial assistance;
- Talk to specialists and workers in the area;
- Support for orienting the CV;
- More information on university subjects and knowing different opinions on it;
- More information on career guidance, more training courses, interest of university teachers, workshops, etc.;
- Guidance to know different professional opportunities and guidance to know how to continue training in the favourite subjects;
- Career guidance and different career opportunities;
- Clear information about job opportunities and how to achieve them;



- Carry out activities that connect us with our passions from school through university and other moments in the life of an adult;
- To know on different job search portals depending on your work approach, as not everyone needs the same one;
- One person believes that his/her expectations could help a lot;
- “Finding myself in different surroundings than the ones I am used to, to get a better understanding of the real needs of the society, which my work activity could solve. This could bring light over aspects or issues that are generally looked over, but could in fact generate ideas and help my better understanding of causes and consequences of problems that arise in my work area”.

In the questionnaire, was asked at the participants what skills, knowledge, abilities and behaviours they think that they are necessary to run a successful business. The 91,67 of the participants are agree that the social skills and the creativity are necessary to run a successful business. The 16,67 are disagree that lucky is necessary to run a successful business and 41,67% are slightly agree.

When at the participants was asked in which sector they would like to work, half of them (6 out of 12) selected “public”, whilst 25% private sector and 25% non-for-profit sector.

Refers to concrete sectors/fields, the results were: “NGOs” (2 respondents), “education” (1 respondent), “educational centres” (1 respondent), “cooperation” (1 respondent), “social field” (1 respondent), “social/health” (1 respondent), “public health” (1 respondent), “with young people” (1 respondent), “with elder people, children or people with disabilities” (1 respondent), “entertainment” (1 respondent) and “cyber security” (1 respondent).

Afterwards, participants had to select which key competences they consider important to update/improve. 92% of them replied “Personal, social and learning to learn competence”, 85% Digital competence, Cultural awareness and expression competence.

The participants have acquired with their experience the following skills which are/could be useful in the field of work (main professional or associative activity): Social and personal competences (5 out of 12), Teamwork (3 out of 12) Communication (2 out of 12), Leadership (2 out of 12), Problem solving (2 out of 12), Emotional management(2 out of 12), Digital competence(2 out of 12), Social and civic competence in the field of education (1 out of 12), Learning to learn (1 out of 12), Adaptability(1 out of 12), Proactivity(1 out of 12), Resourcefulness(1 out of 12), Perseverance(1 out of 12), Cultural competences(1 out of 12), Awareness(1 out of 12), Listening(1 out of 12), Ethics(1 out of 12), Time management(1 out of 12), Empathy(1 out of 12), Cognitive skills(1 out of 12), Competences in English language (1 out of 12)e, Multilingual competence(1 out of 12), Sense of initiative(1 out of 12).

The participants believe that the competences they should improve to carry out their professional plan are the following: Digital competence (5 out of 12), Entrepreneurship competence (4 out of 12), Multilingual competence (3 out of 12), Organizational competence(3 out of 12), Creativity (2



out of 12), Leadership (2 out of 12), Planning (2 out of 12), Social competences (1 out of 12), Handling of criticism (1 out of 12), Ability to delegate work (1 out of 12), Perseverance (1 out of 12), Perfectionism (1 out of 12), Mathematical competence (1 out of 12), Innovation(1 out of 12), Social projects(1 out of 12), Regulations and standard(1 out of 12)s, Economics, Statistics(1 out of 12).

Italy analysis carried out by AS.AVI Umbria APS and Travelogue APS

There were 33 adult learners (women 16, man 17 involved in the training needs analysis with the age with the age between 18 -60 years old.

The tool used for the analysis was the questionnaire (attached).

The target group has a professional technical qualification (33,3%), university degree (24,2%), compulsory school (18,2%), secondary school (24,2%).

At the moment 13 of them are searching for a job, 6 study and work, 3 just studying 4 of them works, 2 of them are on pension, 2 are involved in voluntary work, 3 is inactive (NEET "Not in Education, Employment, or Training).

About what they would like to do in their professional future most of them for the moment they are evaluating several option (57,5%), they know more or less what they want to do (18,2 %), they know what they want to do (12,1%), 3% wants to realize projects for people with disabilities, 6,1% don't know.

About needing support in designing their career plan 78,8% believe that a support in this case is useful, 12,1% they do not know if the support is useful and 9,1% believe that the support is not useful.

Most of them have undertaken educational-training courses that corresponded to the information needs relating to the world of work or associations (85,2%) few of them do not have undertaken educational-training courses that corresponded to the information needs relating to the world of work or associations (18,2%).

In reference to skills, useful for the active search for work, starting a business or for a structured associative commitment, if they feel adequately prepared on a scale of 1 to 4 where 1 for a low level of preparation, and 4 for a high level of preparation, the most of them choose 3 for: writing a CV and a presentation letter, specific information on active job search / occupation, managing a new business, the work ethic; choose 2 for: draw up a Business Plan, contracts and legal obligations and choose 1 for: contracts and legal obligations, general knowledge on how to start or run a business or association activity.



About the techniques and opportunities for seeking work and associative employment in the last two years most of them had no opportunity to receive information (51,5%), and have not had the opportunity to discuss the development of your professional / associative commitment with specialists (51,5%).

Most of them have good knowledge about themselves, career opportunities, plan their own professional project, implement career development.

In reference their participation at the orientation activities and if this kind of activities was useful in defining their professional project in the workplace/association, on a scale from 1 to 5 where 1 for did not help and 5 for help a lot , the most of them choose 3 for: seminars, non-formal activities, lessons on career guidance, group work, Individual counseling, group counseling, field training activities, orientation during other types of lessons, Independent study on the creation and implementation of the professional project; and the most of them choose 2 for: during the meetings with the class; the most of the choose 1 for the camping .

In their opinion, it could help in the search or improvement of their own employment and / or in the definition of their professional project:” *know more foreign languages, more specific training, having a professional who follows me and advises me on a bureaucratic level, greater opportunity to access public competitions, training courses, orientation activities, work hard, take free training courses to interface with the world of work working group, having a reference point for consultations and to find reference points to contact and for in-depth meetings and personal verification of practical operations to be able to experiment or at least verify in their real development, help from professional, who help me find the path that suits me best, have the opportunity to gain experience, possibility of individual consultations, Always up-to-date training courses, could help me understand what is the best way to channel my creativity and what are the steps to reach the aforementioned step, the effective recognition of the skills developed in 25 years of profession, services with clear and defined tasks both on the real need of the person for taking charge and for adequate contractual correspondence, consistent updates both for the type of services and for consistency with previous training, a commensurate employment contract, a person who, very quietly, is available to listen to me 100%, in such a way as to fully know me and my qualities, interests, etc.”*

The target group thinks that to carry out a business successfully are required the following knowledge, skills and behaviors:

- A good professional idea,
- A continuous update,
- Collaborate with good human resources



- Have economic peace of mind
- Managerial skills
- Leadership skills
- Empathic ability
- Working in an empathic context
- Knowledge of the relevant regulations
- Social skills (communication)
- Self-confidence
- Optimism
- Motivation
- Constructive thinking
- Creativity
- Fortune

In reference of the sector where they like to work at the first place is the public sector (45,5%), the second the private sector (42,4%) and the third place the no-profit (12,1%). In particular:

- Social
- Administration
- Psychologist
- World of associations
- Fabrica
- NGO
- marketing
- ASL
- Public and private: social and tourism
- Informatics
- projects for the autonomy of the disabled individual.
- sporty
- Switchboard operator, nothing specific
- Social policies
- Communication
- In the education sector, languages and anything related to human emotionality and where there is a need for empathic creativity.
- social research, analysis, conception and design of services, community development
- Welfare / Social
- Immigration



With regard to the key competences that the target group considers important to update in this period, the answers have been:

- digital competences 60,6%
- personal, social competence and the ability learn to learn 54,5%
- linguistic competences 48,5%
- competences in cultural awareness and expression 37%
- social and civic competence in matters of citizenship 33,3 %
- entrepreneurial competence 39,4%
- functional alphabetic competence 30.3 %
- mathematical competence and basic competence in science and technology 27,3%

The professional skills that the target group have acquired with their experiences, which could be useful in the world of work (or of your main professional or association activity) are:

- Relational and cultural awareness, good communication skills, kindness, empathy., situation analysis, social relations
- Working in a group, Propose new activities, Propose new ideas
- Listening skills, collaboration
- Use of technology
- Always be up to date
- Adaptation, organization, problem solving
- Theoretical knowledge learned from textbooks
- Organizational and management skills of a local health service, administrative / bureaucratic skills for the management / conduct of professional activities,
- Adaptability, decision making, decision making ability
- Patience awareness responsibility
- Definitely skills in language, translation and mediation, teaching, team work.
- Competence of learning to learn. Dialogue and relationship
- Digital skills in 3D
- Professionalism, creativity and inventiveness, resilience and adaptability, leadership
- What is it like to have an interview, knowledge of the law and regulations, network

EPRALIMA Portugallo

There were 17 adult learners (women 10, man 7) involved in the training needs analysis with the age between 19 -55 years old.

All the work was developed in small groups, through practical activities. At the end each element shared its results with the group.

The participants were adults who registered on the Qualifying Center and applied to develop a skills recognition process, to increase their schooling and improve their key competencies.



It was a very heterogeneous group, since the group involved had female and male elements, employed and unemployed elements, migrants and a disabled person, as well as different levels of education. Tools used for analysis of the training and learning needs of adult target groups:

- a) Application form
- b) Diagnosis Sheet
- c) Self – concept
- d) Individual Career Project
- e) Life Project

This activity was developed in 3 small groups, on June 14 and 15, and on September 17.

During this activity several tools were applied and hands-on exploration activities to verify, with the participants, the training needs and their motivations and expectations. It was verified that the adults have shown that they have a need and interest for training in ICT, English, Portuguese and financial management.

The difficulties encountered were mainly in the process of reflection about the future in terms of career and personal projects, due to their low self-esteem and self-confidence. As well as in the definition of methods and strategies to achieve their future goals.

In the case of the migrants the biggest difficulty/barrier was the language.

However, the team of professionals used diversified methods, strategies and activities, adapted to the needs.

Synthesis

Associacion	Iniciativa Internacional Joven (Spain)	Epralima (Portogallo)	Institut Méditerranéen de Formation et Recherche en Travail Social (Francia)	AVI Umbria +Travelogue (Italy)
Man	1	7	10	17
Women	11	10	14	16
Age	21-31	19-50+	19-50+	18-50+
N.	12	17	24	33



The tools used:

Associacion	Iniciativa Internacional Joven	Epralima	Institut Méditerranéen de Formation et Recherche en Travail Social	AVI Umbria +Travelogue
The tools used	Questionnaire	<ul style="list-style-type: none"> a) Application form b) Diagnosis Sheet c) Self – concept d) Individual Career Project e) Life Project 	Questionnaire	Questionnaire



Characteristics of the target group

Associazione	Iniciativa Internacional Joven	Epralima	Institut Méditerranéen de Formation et Recherche en Travail Social	AVI Umbria +Travelogue
Characteristics of the target group	<p>Adults with a high level of studies (master” (41.7%), “baccalaureate or professional qualification” (33,3%) “university degree” (25%) .</p> <p>7 out of 12 respondents are studying, (most of them humanities, social disciplines) 2 are working and studying, 2 are volunteers, whilst one person just working.</p>	<p>Adults who registered on the Qualifying Center and applied to develop a skills recognition process, to increase their schooling and improve their key competencies. Heterogeneous group: female and male elements, employed and unemployed elements, migrants and a disabled person, as well as different levels of education</p>	<p>The majority of learners have academic difficulties, particularly in the area of writing. Some learners have experienced or are experiencing personal and/or social issues that may interfere with their ability to follow a training program or find a job. Some learners never had a job and do not have any references in terms of professional integration. Other people may have difficulties with social integration.</p> <p>- low level of qualification and/or who have left the school system for a long time and/or are job seekers. Most of them are unemployed, without family support.</p>	<p>adult unemployed, migrants, people with disabilities. with professional technical qualification (33,3%) university degree (24,2%), compulsory school (18,2%), secondary school (24,2%).</p> <p>At the moment 13 of them are searching for a job, 6 study and work, 3 just studying 4 of them works, 2 of them are on pension 2 are involved in voluntary work, 3 is inactive (NEET "Not in Education, Employment, or Training).</p>



The result

Associazione	Iniciativa Internacional Joven	Epralima	Institut Méditerranéen de Formation et Recherche en Travail Social	AVI Umbria +Travelogue
I would like to (Desire)	work in the “public sector (half of them 6 out of 12) private sector (25%) non-for-profit sector (25%).	develop a skills recognition process, to increase their schooling and improve their key competencies.	work in the social and medico-social sector but had little idea of the jobs offered in this sector and others have a representation of these jobs that is far from reality.	to work in the public sector (45,5%), the second the private sector (42,4%) and the third place the non profit (12,1%)
Support	Most of them consider that is useful to have support to design their professional plan.	Support in the process of reflection about the future in terms of career and personal projects, due to their low self-esteem and self-confidence. As well as in the definition of methods and strategies to achieve their future goals.	They all wanted support to help them achieve their goals and structure their training or professional project. They recognized that they had difficulties in finding the information they needed for their project, in choosing a training course or profession, in writing the necessary documents to register in a training course or	78,8% believe that a support in this case is useful, 12,1% they do not know if the support is useful and 9,1% believe that the support is not useful.



			<p>to look for a job. They had difficulties to valorize their previous experiences, to identify the formal or non-formal competences acquired... Some had knowledge of job search tools and methods but admitted that they had difficulty putting them into practice, while others had no knowledge in this area.</p> <p>The majority of the people were followed by "Pôle Emploi" counselors (public institution in charge of employment in France) but recognize that their support is not sufficient. They are often left to themselves.</p>	
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<p>Learning needs and suggestions to improve their job search or the definition of their professional plan</p>	<p>- Technical and financial assistance; Talk to specialists and workers in the area;</p> <p>Support for orienting the CV; More information on university subjects and knowing different opinions on it; More information on career guidance, more training courses, interest of university teachers, workshops, etc.; Guidance to know different professional opportunities and guidance to know how to continue training in the favourite subjects; Career guidance and different career opportunities; Clear information about job opportunities and how to achieve them; Carry out activities that connect us with our passions from school through university and other moments in the life of an adult; - One person believes that his/her expectations could help a lot; "Finding myself in different surroundings than the ones I am used to, to get a better understanding of the real needs of the society, which my</p>	<p>they have a need and interest for training in ICT, English, Portuguese and financial management.</p>	<p>a real difficulty in investing themselves in work outside of the sequences at the IMF (lack of time, concentration...). People with significant difficulties in French emphasize that, despite the adaptation of content to their level, the two months of support are not enough to resolve their writing issues.</p> <p>They all appreciated to acquire the digital passport which gives them a certificate that they will be able to use later in their studies or in their job search. The digital passport attests to a level of knowledge concerning e-reputation, the presentation of tools and methods in the context of job search and administrative procedures.</p> <p>More than a</p>	<p><i>Know more foreign languages, more specific training, having a professional who follows me and advises me on a bureaucratic level, more opportunity to access public sector ,training courses, orientation activities, take free training courses to interface with the world of work, help from professional for find the path that suits me best, have the opportunity to gain experience, Always update training courses, , services with clear and defined tasks both on the real need of the person for taking charge and for adequate contractual correspondence,</i></p>
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	<p>work activity could solve. This could bring light over aspects or issues that are generally looked over, but could in fact generate ideas and help my better understanding of causes and consequences of problems that arise in my work area”.</p>		<p>training action, this support to the project of access to qualification is supposed to be adapted to the professional project of the interested party by privileging a global approach allowing the candidate: to identify its strengths and difficulties with regard to its project through a positioning diagnosis, to specify its training and professional project, to work in addition to the program on basic knowledge (methodology of information research, written and oral communication) which needs to be reinforced by adapted modules, to get in touch with the field, to discover the professional field, to meet professionals, and to visit structures, to benefit from an individualized and</p>	<p><i>a person who, very quietly, is available to listen to me 100%, in such a way as to fully know me and my qualities, interests, etc.”</i></p>
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			group support during the whole project.	
Competence s to update or improve	92% of them replied “Personal, social and learn to learn competence”, 85% Digital competence, Cultural awareness and expression competence.	reflection about the future in terms of career and personal projects, self-esteem and self-confidence. methods and strategies to achieve their future goals. In the case of the migrants the language.	At the end of this process of collecting information, we are convinced that it is important to help these people to develop their non-formal skills through a support and to elaborate a career plan. By identifying their assets and setting goals for their training or professional project, they will become more efficient in their research and have a better chance of seeing their projects succeed.	-digital competences 60,6%; personal, social competence and the ability learn to learn 54,5%; linguistic competences 48,5%; competences in cultural awareness and expression 37%; social and civic competence in matters of citizenship 33,3 %; entrepreneurial competence 39,4%; functional alphabetic competence 30.3 %: mathematical competence and basic competence in science and technology 27,3%

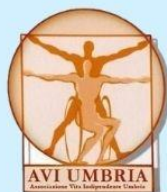




Co-funded by the
Erasmus+ Programme
of the European Union

PROCOMP

THE PARTNERSHIP:



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