

DIAGNOSIS AND ANALYSIS OF CURRENT SITUATION OF ADULT EDUCATION AND CAREER GUIDANCE SERVICES FOR ADULTS OVER 35

in Italy, Czech Republic, France, Spain and United Kingdom





Diagnosis and analysis of current situation of adult education and career guidance services for adults over 35 in the project's partner countries

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Visit the website: http://reinjob.eu/

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Introduction

This booklet has been created gathering all information collected during the initial phase of research of the project.

In the first chapter, the partner organisations indicated the current procedures and responsible persons of career guidance and adult education in the project's partner countries: Italy, Czech Republic, France, Spain and United Kingdom. You will find information about the legislation framework at national, regional and local level and some example of organisations active in these fields.

In the second chapter, we gathered the results of the survey about the quality of career guidance services in the partner countries and needs in adult education. A common questionnaire has been created in order to analyse the specifics of activities in career guidance and to identify the main learning needs of adult learners involved in the project activities by the participating organisations.

In the third chapter, we collected good practices and tools in the field of adult education and career guidance for adults over 35. These good practices and tools could contribute to create a common working methodology to be applied with adult learners for their involvement throughout the whole lifetime of this project.



1. Procedures and responsible persons of career guidance and adult education in the partner countries/regions (legislation framework and organisation)

In this chapter the project's partner organisations indicated the current procedures and responsible persons of career guidance and adult education in their countries: Italy, Czech Republic, France, Spain and United Kingdom. You will find information about the legislation framework at national, regional and local level and some example of organisations active in these fields.

1.1. Italy

1.1.1. Legislation framework at national/regional/local level in the field of adult education

According to Article 4 (paragraphs 51-68) of Law 92 of 2012, to the Agreement in CU of 20 December 2012 and the Agreement in CU of 10 July 2014, lifelong learning was established and regulated in our country.

Lifelong learning consists in "every kind of activity carried out by people in formal, non formal and informal way, in different phases of their life, in order to improve their knowledge, their skills in a personal, civic, social and professional perspective".

Adult education is an essential element in lifelong learning cycle which covers the full range of formal, non-formal and informal learning activities, both general and professional, undertaken by adults after leaving the initial education and training cycle" (EU Council Resolution 2011/c 372/01 published on 20/12/2011 in GUCE).

1.1.2. Responsible persons/organisations of adult education at local level

Adult education is promoted by CPIA (Local Centers for Adult Education) established with the decree of the President of the Republic 263 on 29 October 2012. They constitute a type of autonomous educational institution with its own staff and a specific didactic and organizational structure.

The CPIA represents a Territorial Service Network of the education system, responsible for carrying out both educational activities addressed to adult population and Research, Experimentation and Development activities in the field of adult education. The CPIA constitutes the institutional reference point for coordinating and implementing actions aimed at the adult population that favor the raising of education levels and the consolidation of key competences for lifelong learning.

At the moment in Umbria there are 6 CPIAs. CPIA's aim is functional and cultural literacy, cultural consolidation and promotion, re-motivation and orientation of adults, the acquisition and consolidation of knowledge, skills, specific competences aimed to professional requalification. In addition, it intends to recover basic schooling, counteract return and





functional illiteracy, enrich and strengthen basic skills and new skills that can promote active participation in social life.

UNITRE

Unitre is a non-profit association for social promotion, based on volunteering, with offices throughout the country and abroad. It was born as "University of the third age", today Unitre is "University of the three ages", to indicate a real continuous laboratory of culture, life experience and bridge in the dialogue between generations.

The idea of a University of the third age was born in Tolosa, France, at University for social science, after an inititive of Prof. Pierre Vellas, who after writing the book "Les chances du troisième age", created the first "Université du troisième age".



The idea spread rapidly and in 1975 the first University of the Third Age was launched in Italy and in Turin. In 2019 there are 310 offices in Italy.

The local Unitre activities are addressed to people of every age and in addition to the recurring and renewed message of lifelong learning, they contain in their project some specific objectives that they intend to achieve with the active participation of those who wish to collaborate in the project itself.

Unitre makes protagonist in particular elderly people so that - by participating in the project - they know how to transform themselves from a workforce into a cultural force, to have the opportunity to free their creativity, regaining possession of significant roles and a rediscovered free time that has no age.

1.1.3. Legislation framework at national/regional/local level in the field of career guidance

Career guidance and job orientation services direct people towards a search for education, training and work. In Italy they are available locally, at various locations: the Employment Centers, the Municipal Job Orientation Centers, Youth Information Centers, Universities, Upper Secondary Schools, Employment Agencies, Vocational Training Organizations, the Chambers of Commerce, the social partners.

Information on training opportunities, since professional training is of Regional competence, is available from local information service, for example on regional websites dedicated to vocational training. For information on training opportunities abroad, you can also refer to the Erasmus+Program website.

With regard to guidance and training, the Ministry of Labor and Social Policies defines, together with other institutional actors, the legal and regulatory framework.

These issues, are in fact, the responsibility of numerous national and local institutional actors, with different levels of responsibility: in order to promote institutional dialogue, the Ministry created in 2015 a special Committee, the seat of investigation and discussion on professional apprenticeship, internships and related coordination processes promoted by the



European Union, in which the Ministry of Education, University and Research, the Regions and Autonomous Provinces of Trento and Bolzano take part.

The Ministry represents Italy at a community level in tables, technical meetings, committees and professional networks, where methodological and operational frameworks and quidelines are defined.

Finally, the Ministry assigns to the Regions and Autonomous Provinces the resources for the financing of apprenticeship training and the paths for the fulfillment of the right and duty in Vocational Education and Training, also providing for the definition of the relative distribution criteria.

As for the main regulatory sources of reference, the Agreement between the Government, Regions and Local Bodies of 5 December 2013, no. 13, reports the "Definition of the guidelines of the national system on permanent guidance".

The agreement defines the Guidelines of the national system on permanent guidance pursuant to article 9, paragraph 2, letter c) of the legislative decree 28 August 1997, n. 281. The strategic guidelines govern the right to guidance throughout life, as well as ensured by the principles contained in the Constitution of the Italian Republic and the Charter of Fundamental Rights of the Union, also through specific policies promoted in the context of a broader framework of interventions in education, training, higher education, adult education, work and social inclusion. The aims are: to combat educational discomfort (school/university dropout, ESL and NEET), strengthening the skills of young people to face autonomous choice processes during school-training, school-university and school-work transitions; to favor and support employability and integration paths and re-insertion into work by strengthening, in young people and adults, autonomous processes of knowledge of their attitudes and skills and their use in local, national and European employment contexts; to promote social inclusion, counteracting the phenomena of deviance and marginalization also due to differences in gender, race, physical and mental disabilities.

Subsequently, on November 13, 2014, the State-Regions Unified Conference approved the document "Minimum standards of services and skills of guidance practitioners", with the aim of defining a proposal for minimum levels of guidance services provided by public and private structures, as well as the professional skills of the operators. With this document, the main orientation activities have therefore been classified (for example consultancy interview, information meeting, self-consultation, etc.) and for some the minimum standards have been defined, i.e. the necessary logistical equipment, duration, methods supply, the products, the main activities and the knowledge required for the operators who supply them.

On 14th september 2015 the DECREE n. 150, n. 150, was approved containing the "Provisions for the reorganization of the legislation on employment services and active policies", pursuant to article 1, paragraph 3, of the law of 10 December 2014, n. 183. With this provision, a National Network of services for labor policies is established, coordinated by the new National Agency for Active Labor Policies (ANPAL) (article 4), and formed by the regional structures for active labor policies, by INPS, by INAIL, by employment agencies and by other subjects authorized to carry out intermediation activities, by training bodies, by Italia Lavoro, by ISFOL, as well as by the system of Chambers of





Commerce, Industry, Crafts and Agriculture, by Universities and by the other secondary school institutes. All the resources necessary for its operation will be transferred by the Ministry of Labor and ISFOL (Article 10), of which a subsequent reorganization will be carried out. The Ministry of Labor will set the three-year guidelines and annual objectives for active policies and will define the minimum essential levels that the services must have throughout the national territory. It will stipulate, with each Region and with the Autonomous Provinces, an agreement to regulate relations and obligations concerning the management of employment services and active employment policies. A national register of persons accredited to perform functions in the field of active labor policies, an information system of labor policies (article 13) and the electronic file of the worker (article 14) will be established by the ANPAL. The goal is to enhance the synergies between public and private entities and to strengthen the ability to match job demand and supply.

In 2018 the Ministry of Labor and Social Policies issued **Decree no. 4 of 11/01/2018**, relating to the **Three-year guidelines for active policy actions (2018-2020)** for the implementation of employment services following the agreements reached at the State-Regions Conference. In particular, <u>Annex B</u> defines the essential levels of services to be provided throughout the national territory.

1.1.4. Responsible persons/organisations of career guidance services at local level

The organization and articulation of the guidance services is therefore defined by the Legislative Decree 14 September 2015, n. 150.

EMPLOYMENT CENTERS

In Umbria, the public guidance service is coordinated by **Arpal Umbria**, and managed through the local employment centers. The guidance service is a support intervention to the person in the construction of the professional growth project and is a valid accompaniment to the choices that must be made at school, training or professional level.

The guidance service has the objective of favoring the meeting between demand and supply of work and contrasting unemployment and long-term unemployment, supporting the person in the active search for a job and/or in the choice of a training path. It serves to contribute and develop a full awareness of one's abilities and skills to activate a process of growth, mobilization and organization of one's resources aimed at defining a satisfactory and feasible individual professional project.

Counselors support users in reconstructing their training and work experience, in order to foster a process of self-understanding and self-representation of their aspirations, also in consideration of the characteristics of the labor market, precariousness, flexibility and the need for constant training, developing their ability to manage a job transition independently.

Guidance affects not only people while entering the training/professional world, but it can be requested in several stages of working life. This means that, in addition to the educational and professional guidance for young people and students, aimed at





supporting them in the choices related to their studies and their professional career for their first job search, large space is dedicated to adults' guidance to be inserted or reintegrated into the world of work or to improve their professional position.

Guidance therefore involves a wide and diverse type of people, each of whom has its own specific characteristics and needs and requires adequate and targeted responses to prevent social and work exclusion from the perspective of a preventive approach.

In the **Employment Centers in Umbria**, guidance activities are divided into different types of interventions, at the request of those concerned or on the basis of specific national or regional programs:

- Guidance advice: It is aimed at facilitating and supporting decision-making processes
 and experiences of change; develop the ability to analyze and evaluate one's skills in
 relation to a training and work project. The service is aimed primarily at those who
 have issued the Declaration of Immediate Availability but is open to all interested
 persons regardless of their working condition.
- Guidance activities to accompany the improving of skills: Thematic Seminars and Guidance Workshops on Active job search techniques and for the definition of the professional project.
- Skills assessment: Skills assessment is a specialized guidance activity that allows
 you to identify and enhance your skills, abilities and knowledge developed during life
 and work experiences, to understand what the user can do and what it can be
 improved in relation to the demands of the world of work.
- **School guidance**: At the request of schools, the guidance counselors of the Employment Center organize seminars for guidance information or workshops dedicated to secondary school students leaving school, aimed at accompanying them in the transition to work or in a subsequent education/training course.

SAL - ACCOMPANYING SERVICES TO WORK

It is a service dedicated to disadvantaged people who are already in charge of local services. The service offers a qualified help with operators who prepare a project to accompany to work, in concert with the local services, based on the local job reality. In each social area of the Umbria Region there is a Service of Accompaniment to Work (SAL), 12 throughout the whole Umbria Region.

EMPLOYMENT AGENCIES

In addition to the employment centres which operate at public level, at private level there are Employment Agencies, private professional operators who mainly carry out work intermediation, research, personnel selection and, at certain requirements, also agency work.

Private agencies must necessarily be authorized by the National Agency for Active Labor Policies (ANPAL) to offer services relating to the intermediation between job supply and demand and must be compulsorily registered in a specific Register.

The Employment Agency provides companies with tools and services for:

job intermediation;



- Search and selection of personnel;
- Support for professional relocation;
- providing of temporary or permanent staff.

Therefore, on the one hand, the agency serves client companies to find adequate staff for their needs, on the other, it assists candidates by providing support for them with adequate training and in finding a job appropriate to their skills and aspirations.

1.2. Czech Republic

1.2.1. Legislation framework at national/regional/local level in the field of adult education

In terms of the legal anchoring of adult education, there is a legislative vacuum to a certain extent in the Czech Republic. There is no single legal framework to cover the area of adult education. At present, the regulation of adult education is dispersed in many legal norms and its individual components are the responsibility of a number of authorities. Moreover, the currently valid legal norms are often incompatible terminologically and conceptually and the overall legislative framework is therefore of a very fragmentary nature. The only areas of adult education that are at least partially regulated by legislation are some activities of professional adult education (e.g. retraining or professional development of employees), possibilities of adult population to study within the formal school system, or a system of recognition of further education results. This non-systemic nature does not guarantee the effective functioning of the system as a coherent whole.

Adult education is based on the following laws and standards:

Education Act

The law defines other than full-time education (see Programs and courses to obtain recognized qualifications in adulthood) strengthens the role of extension studies and introduces shortened courses to complete apprenticeship certificate and shortened courses to complete secondary education with GCSE (see Organization of extension and shortened study), allows for the recognition of previously acquired education (including informal) as well as obtaining a certain level of education without formal education at school and regulates the possibility of further education through courses that do not provide a recognized level of education.

Act on Verification and Recognition of Further Education Results

The basic principle of the law is to allow every candidate to have his or her knowledge and skills verified, regardless of how he or she acquired it. (see National Qualifications Framework).

Higher Education Act

It contains provisions on lifelong learning (see Other types of publicly supported adult education).

Standards related to work performance





Labour Code (professional development of employees), Employment Act (measurements to develop human resources) and related decrees.

• Laws governing qualification requirements for certain non-labour professions

Act on officials of territorial self-government units, on the courts and judges, on tax advisers, laws governing the education of health professionals and others. These standards are often laid down by special institutions providing training or examinations. This includes Act on Educational Staff and decree on their further education.

Act on state professional supervision of work safety and legal regulations on technical standards

They specify competence requirements, qualification requirements, regular further training and testing workers or to ensure security during the exercise of certain professions.

Trade Act

It specifies the requirements necessary for the fulfilment of professional qualification for the issuance of certain trade licenses. These are reporting trades (craft trades and regulated trades) and also licensed trades where professional competence is required.

Act on Support of Small and Medium Enterprises

It enables to provide, among others, education and training support in the curricula of secondary schools completed by an apprenticeship certificate and raising the expertise of adults.

1.2.2. Responsible persons/organisations of adult education at local level in each partner country

Adult education in the Czech Republic is provided by following organizations:

- commercial training institutions (educational courses on a profit basis can be organized by schools)
- organisations (like enterprises, institutions, government departments) providing education primarily for their employees, either by their own lecturers/trainers or by purchasing such training from specialised institutions (schools, not-profit or commercial organisations), possibly external lecturers
- **basic schools** organising mainly courses for people who have not yet completed their basic education
- upper secondary schools and VET schools
- language schools
- basic art schools
- higher education institutions
- non-profit organisations





1.2.3. Legislation framework at national/regional/local level in the field of career guidance

The National Guidance Forum is an advisory body for Ministry of Education, Youth and Sports and the Ministry of Labour and Social Affairs in lifelong career guidance and counselling. With the potential of its members shall ensure the inter-ministerial coordination of activities and plans implemented in the field of lifelong guidance.

Education Policy Strategy of the Czech Republic for 2020 strives to overcome the problems resulting from the fragmentation of strategic planning and management in the field of education policy. It defines the basic priorities of the development of the educational system of the Czech Republic to be followed by authorities and policy makers. The strategy is in line with the Education & Training 2020 framework. Measures aimed at reaching those and other priority targets are formulated annually in the National Reform Programme of the Czech Republic. Among others, it includes support for guidance and counselling within the education and employment sector as well as need for close cooperation between these two areas.

Under the Higher Education Act, universities are required to provide candidates, students and other persons with information and counselling services relating to their studies and to employment opportunities for graduates of study programmes.

Under the Employment Act, the Labour Office of the Czech Republic and private employment agencies provides the Implementing Decree, and other related legislation, career guidance and counselling services for people requiring assistance in employment matters.

1.2.4. Responsible persons/organisations of career guidance services at local level in each partner country

The career guidance for adults is provided in the Czech Republic by different institutions and individuals such as:

- The Labour Office of the Czech Republic (Information and Counseling Center),
- Labour agencies
- Educational institutions
- Career Guidance Centre
- Professional and interest associations

1.3. France

1.3.1. Legislation framework at national/regional/local level in the field of adult education and career guidance

Lifelong education and training policy (EFTLV) has been one of the guiding principles of French policy since the Lisbon European Council of March 2000, where it was affirmed that Europe should "become the most competitive and dynamic knowledge-based economy in the world". This principle was formalized in the validation of acquired experience in 2002; the creation of the individual right to training (DIF) for employees of the private sector, in 2004, and of the public sector, in 2007.





The State, regions and the social partners contribute to the development of lifelong education and training policy. A National Council for Lifelong Vocational Training was created in 2004 to promote consultation between these different actors. The law No. 2009-1437 of 24 November 2009, relative to lifelong learning and vocational training, marked a new stage in the reform process of the French vocational training system.

It relaunched the individual right to training (DIF) by allowing its portability, and developed new tools such as the "professional progress report", the "mid-career interview" or the "orientation and training passport". It met the needs of securing training for unemployed and the least qualified employees by creating a joint fund dedicated to their training.

Definition of the concept

Lifelong education and training is defined in France as a "continuum between initial, general or vocational training, as well as all the situations in which skills are acquired" (Ministry of National Education, Higher Education and Research). It encompasses any learning activity undertaken by an individual to develop his/her citizenship, personal and social development, and professional integration or to remain in employment. These activities can take place both within the framework of formal education and training systems (initial training and vocational training) and outside them, within the framework of professional, associative or cultural activities; they cover the whole life, from the pre-school period until the retirement age.

Objectives

The main objectives of the policy promoting lifelong learning are:

- Ensure and develop the access of all citizens to education and training at any time of their life, in order to enrich their own individual path (personal and professional);
- Give the opportunity to acquire or update basic skills in order to meet changes in the labor market;
- Reduce social inequalities by ensuring the right for all to validate the skills acquired in a non-formal context, for example that of professional experience;
- Allow employment to be maintained;
- Contribute to the economic and cultural development of the country, as well as its social promotion.

Features of the Lifelong education and training policy

The main mechanisms of French Lifelong education and training policy were put in place from the 1980s, first in the private sector, then in the public sector.

Individual training leave (CIF)

The individual training leave (CIF) created by law n° 84-130 of February 24, 1984 allows any employee in the private sector, during his/her professional life, to follow a training on his own initiative, and on an individual basis, independently from those provided for in the company's training plan. It can be used to access a higher level of qualification, change activity or sector (mobility or reorientation), become more open to culture, social life or voluntary associative activism. The duration of the CIF is planned for a maximum of one year for full-time training or 1200 hours for part-time training.



A seniority condition is necessary: proof of two years of paid activity, including one year in the current company. The authorization of absence given by the employer does not automatically entail maintaining the salary, nor the funding of the expenses related to the training. maintaining the salary is acquired by the employee only when the employee has obtained the agreement of the "joint body" (institution composed of an equal number of representatives of employers on the one hand and employees of other part) to which the employer adheres.

Vocational training leave (CFP)

Vocational training leave (CFP), introduced by Law No. 86-33 of 9 January 1986, is intended for public officials who have completed at least three years of effective service in the public service. Its purpose is to enable agents to improve their personal training through professional or personal training courses which are not offered to them by the administration, or for actions organized or approved by the administration with an objective to prepare for administrative exams. The duration cannot exceed three years for the whole career, and the civil servant is paid 85% of his gross salary.

Validation of prior experience (VAE)

The validation of acquired experience (VAE) created by the social modernization law n° 2002-73 of January 17, 2002 is a measure that allows everyone, regardless of their age, level of education or status, to validate the acquired prior experiences to obtain a professional certification. Three years of experience related to the content of the certification concerned are required. The VAE makes it possible to obtain, in whole or in part, a diploma, a title or a professional qualification certificate registered in the National Directory of Professional Certifications (RNCP). In most cases, the candidate must complete a file detailing his/her professional experience and the skills acquired. He/she then must appear before a jury, which decides to validate all, or part of the diploma concerned. In the event of partial validation of prior learning, solutions are offered to the candidate with a view to obtaining the full diploma. The VAE system was put to the benefit of civil servants - for internal promotions as well as in administrative competitions - following laws n° 2007-148 of February 2, 2007 relating to the modernization of the public service, and n° 2007 -209 of February 19, 2007 relating to the territorial public service.

Right to skills assessment

The right to a skills assessment, introduced after the law of May 2004 on lifelong vocational training, allows employees to take stock of their skills, aptitudes and motivations as well as to define a professional or training project. Carried out by a service provider outside the company, by following a very specific scheme. The skills assessment can be decided by the employer or implemented at the initiative of the employee, as part of a specific leave. An employee, who has at least five years of paid activity, including 12 months in the company, can request an absence authorization for a maximum of 24 hours from his employer to carry out a skills assessment.



1.3.2. Responsible persons/organisations of adult education and career guidance services at local level

The actors of the Lifelong education and training

The State, the regions and the social partners contribute to the development of lifelong education and training policy.

The state

The State exercises powers exhaustively enumerated by law. Two ministries are particularly concerned with vocational training: the Ministry of Labour, Employment, Vocational Training and Social Dialogue and the Ministry responsible for National Education, Higher Education and Research. They guide the vocational training policy in a logic of securing professional paths and access to employment; they propose legislative changes, encourage consultation between the social partners, intervene little in the financing of adult training organizations but participate in the financing of the training of a few target audiences (young people in initial vocational training, migrants, people with disabilities, etc. prisoners, etc.). The Ministry of National Education, Teaching and Research also has an operational mission of continuing education for adults, which are carried out by the Greta.

The region

Regions have general competence vocational training for young people and adults. The Regional Councils decide, on training policies according to local economic and social priorities.

Training providers

Training actions can be carried out by employers, with the support of their internal training service or "purchased" from different organizations. There are more than 48,000 public and private training organizations in France. Competition and performances decide the selection between the operators.

Public training organizations

They provide 20% of the training activity. The most important are the Greta, the AFPA (National Association for Adult Vocational Training), the training centres under the Ministry of Agriculture, the vocational training services of universities and the CNAM (National Conservatory of Arts and Crafts), as well as semi-public organizations such as chambers of commerce also play an important role.

Private organizations

They are numerous because, in France, any natural or legal person can exercise a vocational training activity. They perform 80% of the training activity.

1.4. Spain, La Hoya, Elche

1.4.1. Legislation framework at national/regional/local level in the field of adult education





One of the principles on which the Spanish education system is based is the concept of education as lifelong learning that develops throughout life. To this end, the objectives and principles of adult education, set out in article 66 of the Organic Law 2/2006, of 3 May, on Education, must be taken into account.

The reconciliation of learning with other responsibilities and activities inherent to the status of an adult should be considered when making the educational offer more flexible to favour its incorporation into the different courses.

The possibility of carrying out educational activities in the field of formal and non-formal education, the adoption of measures for the recognition of such learning, as well as the offer to those who left the education system without any qualifications to acquire, extend and renew key competences and, where appropriate, the corresponding qualifications, should be other determining factors when designing adult education. Furthermore, access to information and guidance on all education and training possibilities for improving social and labour market integration is particularly relevant.

Adults have their own psychological characteristics which differentiate their learning process from that of children or adolescents. Motivation, culture, accumulated experiences and the need to acquire learning are aspects that are reinforced and make the adult subject develop their cognitive abilities by articulating other learning dynamics that must be taken into account, both in the methodology, and in the didactics and organization of their teachings.

The Early Childhood Education curriculum will promote, in general, the development of key competences, necessary to access Secondary Education for adults, and the improvement of knowledge, skills and abilities that favour personal, labour and social development to facilitate their insertion in the labour world. The Organic Law 2/2006, of 3 May, includes among its principles the requirement to provide quality education for all citizens, which guarantees equal opportunities, educational inclusion and non-discrimination, acting as a compensatory element for inequalities. In addition, this Organic Law refers in its preamble to the importance of lifelong learning, and establishes in its article 5 the principles that should govern it, referring to the fact that all people should have the possibility of training themselves throughout their lives, by means of a flexible offer that allows the acquisition of key competences and the corresponding qualifications to those young people and adults who left the education system without any qualifications.

1.4.2. Responsible persons/organisations of adult education at local level in each partner country

At the local level this type of teaching is carried out by certain institutes or centres specialised in this type of studies for adults. In our city we have the following specialised centres for adult education:

- Centro Público de Educación de Personas Adultas El Manantial
- Centro Público de Educación de Personas Adultas Mercé Rodoreda
- Centro de Escuela de Adultos "La Llotja"
- Centro Público de Educación de Personas Adultas Profesor Alberto Barrios





- Centre de Formació d'Adults Barri Tómbola
- Centre Públic de Formació de Persones Adultes F. Giner de los Ríos
- Centro Público de Educación de Personas Adultas Municipal D'Alacant
- CFPA Babel
- Universidad Miguel Hernandez
- Universidad de Alicante
- Universidad CEU Cardenal Herrera
- Universidad UNED
- Instituto de Educación Secundaria Tirant lo Blanc
- I.E.S. Carrús
- Instituto de Educación Secundaria les Asunción de Nuestra Señor
- Centro Privado De Educación Secundaria San José Artesano
- IES Victoria Kent
- IES Misteri d'Elx
- IES Sixto Marco
- IES Montserrat Roig
- IES Pedro Ibarra
- IES Joanot Martorell
- IES Nit de l'Albà
- IES Cavetano Sempere
- IES La Torreta
- CFP Lope de Vega
- IES Periodista Vicente Verdú

1.4.3. Legislation framework at national/regional/local level in the field of career guidance

Here is a brief summary of what the Organic Law 2/2006, of 3rd May, on Education (LOE) dictates in relation to Guidance and Tutorial Action, as well as Decree 231/2007 of 31st July which regulates the minimum teaching for Secondary Education and the Order of 27th July 2006, which details the aspects referred to in the Guidance and Tutorial Action Plan in Secondary Schools. Subsequently, an assessment will be made of certain aspects dealt with in these regulations.

Organic Law of 2/2006, of 3 May, on Education

The LOE, in its principles, conceives the educational and professional orientation of the students, as the necessary means for the achievement of a personalized training in knowledge, paying special attention above all to the 4th course, in which a correct vocational training will be fundamental for the decision making characteristic of this stage.

The role of the teaching staff in both tutorial action and guidance is noteworthy. Article 91 specifies their functions, such as tutoring and guidance of students and their educational support in constant collaboration with the rest of the teaching staff, the Department of Guidance and families.





As established in article 24, the tutoring and guidance of students is a fundamental element of the secondary education stage, so each group will have a teacher or tutor. His/her functions are to guide the students in the decision making process, to coordinate the interventions of the group's teaching team and the teaching-learning activities proposed for the group. They will also be responsible for chairing and organising the meetings of the teaching team, as well as the assessment sessions. The attention to the students in terms of decision-making with a view to their future is a measure that was already included at the beginning in the LOE, and which will be further specified in the ORDER of 27 July 2006.

The system of vocational training for employment in the labour sphere has allowed for the improvement of the employability and qualification of many workers in our country in the last 20 years and has served to advance in linking training with collective bargaining.

Law 51/1980, of 8 October, Basic Employment Law, adopted a series of measures with the aim of "achieving and maintaining the level of full employment, improving the occupational structure and promoting the improvement of living and working conditions" (Law No 250, 1980). At the same time, when regulating the Occupational Vocational Training Programme, it established that the National Employment Institute should prepare an annual occupational vocational training programme, free of charge, to ensure adequate vocational training for those who wished to enter the world of work or, while there, seek to achieve greater professional specialisation. The National Plan for Training and Professional Insertion was given a permanent character by Royal Decree 1618/1990, of 14 December.

Royal Decree 631/1993, of 3 May, which regulates the National Vocational Training and Insertion Plan, consists of a set of occupational vocational training actions, which are aimed at unemployed workers, in order to provide them with the required qualifications and introduce them into the labour market. Therefore, this set of actions initiated the separation of training for employed and unemployed people, reordering occupational training actions and placing greater emphasis on the professional reinsertion of unemployed people.

Royal Decree 1046/2003 of 1 August 2003 regulating the continuing vocational training subsystem "aims to regulate the various training initiatives that make up the continuing training subsystem, the system of operation and its financing, as well as the organisational structure and participation of the subsystem" (Royal Decree No 219, 2003). It implements a new management model for continuing training, based on a regulatory framework that aims to provide the system with greater stability and security.

This rule shall apply to the continuous training initiatives financed by the expenditure budget of the National Employment Institute (INEM) in accordance with the provisions of Article 153 of the revised text of the General Budgetary Law. For its part, occupational vocational training continues to be regulated by Royal Decree 631/1993, of 3 May.

The Agreement on Vocational Training for Employment signed by the Government and the social partners on 7 February 2006 is once again committed to an integrated model of training for employment, which contributes to the advancement of training and lifelong learning, maintaining the pillars that have allowed its development in recent years, and trying



to overcome the shortcomings of the model as well as to strengthen the elements that allow further progress in achieving the training objectives and make the greater competitiveness of companies compatible with the individual training of the worker.

1.4.4. Responsible persons/organisations of career guidance services at local level in each partner country

The professionals in charge of guidance in non-university public schools are career teaching officers, so that both their initial training and their working conditions are generally similar to those of other teaching officers, with some exceptions.

At classroom level, the **teacher-tutor** of the group of students carries out the educational guidance through the tutorial action. This role is played by the school's own teaching staff.

Guidance counsellors are part of the internal and external guidance structures directly involved in the schools. The different Autonomous Communities establish guidance units, such as sector teams, usually called Educational and Educational Psychological Guidance Teams, Early Intervention Teams, Specific Teams and Guidance Units or Departments.

The **student assistance units**, within the professional orientation, offer information and advice on training itineraries and professional outings, training in transversal competences and the design of the professional project to facilitate employability and incorporation into the labour market.

In the universities, on the other hand, as a result of agreements between the universities and the State Employment Service (SPEE), **the Employment Guidance and Information Centres** (COIE) were created.

At a local level, in the Valencian Community, **LABORA** is a comprehensive service that aims to help improve employability, promote professional careers, and facilitate incorporation into the labour market, through participation in different actions, individually or in groups.

The guidance service provides information, advice and accompaniment in the search for employment.

Organizations/Services/Entities:

- Orientación Laboral en Alicante Gema Martín
- Labora (Servicio valenciano de ocupacion y formación)
- Centro de orientación personal, profesional y escolar
- Orientación Counseling
- Centro14 Unamuno
- Oficina de Orientación Pedagógica Reyes Católicos
- CENTRO Mondalua
- Instituto Jorge Juan
- Escuela de Formación Profesional FP FEMPA
- CIPFP Canastell
- Universidad Cardenal Herrera.

1.5. Spain, Malaga





1.5.1. Legislation framework at national/regional/local level in the field of adult education

According to Article 27 of the Spanish Constitution "everyone has the right to education" and "education shall aim at the full development of the human character with due respect for the democratic principles of coexistence and for the basic rights and freedoms". "The public authorities guarantee the right of everyone to education, through general education programming, with the effective participation of all parties concerned and the setting up of educational centres".

On December 30, 2020 an Organic Law has been published in the Boletín Oficial del Estado (Official State Gazette) and it modifies some points of the previous Laws on Education. Article 3 recognizes that "adult education" is one of the teachings offered in the frame of the educational system, whilst chapter IX states all provisions connected with adult education. In particular, according to Article 66, its aim is to "offer all those over eighteen years old the possibility of acquiring, updating, completing or extending their knowledge and skills for their personal and professional development" and "adults can learn both through formal and non-formal learning activities and through experience, at work or in social activities, and therefore connections between the two will be sought and measures will be adopted for the validation of the learning thus acquired. Article 5 specifies the provisions connected with lifelong learning. In particular it underlines that "all persons shall have the possibility of lifelong learning, within and outside the education system, in order to acquire, update, supplement and extend their skills, knowledge, abilities, aptitudes and competences for their personal and professional development". Lifelong learning is recognized as the basic principle of the education system and a focus should be given to the competence "learning to learn". It is the responsibility of the Public Administration to facilitate the training and "promote flexible learning offers that allow the acquisition of basic competences and, where appropriate. the corresponding qualifications, for those young people and adults who drop out of school without any qualification. On 2020 the Article 5 bis has been introduced for the first time with an express recognition of non-formal education. In particular, it states that "Non-formal education, within the framework of a lifelong learning culture", will include all those activities, means and areas of education that take place outside formal education and that are aimed at people of any age (...), to satisfy educational objectives in different areas of social life (...). The articulation of formal and non-formal education will be promoted so that it contributed to the acquisition of competences for the full development of the personality".

The Article 52 of the Statute of Autonomy for Andalusia establishes that the Autonomous Community of Andalusia has the power in the field of non-university education and according to article 21 is recognized the right to vocational training and lifelong learning. Chapter IX on "Adult permanent education" of the Law 17/2007, of 10 December, on Education in Andalusia, recognizes that adult education has the same aim as the one established in the Organic Law and for each school year the (regional) education administration shall establish a specific offer of adult education in public schools. Article 108 states that the following training activities can be considered as educational plans: a) Basic training, aimed at adults who have not acquired a basic qualification; b) Preparation for overcoming exams to obtain official qualifications or access to other levels of the educational system; c) Training in ICTs, in foreign languages, and for the



promotion of entrepreneurial cultural and spirit; d) Andalusian cultural heritage and Spanish culture and language for the population of other countries; e) Training for the knowledge and preservation of the environment and sustainability, for the acquisition of healthy lifestyles and for the prevention of diseases and occupational risks; f) other activities that contribute to lifelong learning in accordance with what may be determined for this purpose.

Adult education can be provided through face-to-face, blended and/or distance learning activities.

1.5.2. Responsible persons/organisations of adult education at local level in each partner country

According to Article 67 of the Education Law, "the Education Administrations may promote collaboration agreements for adult education with universities, local corporations and other public or private entities. In the latter case, preference shall be given to non-for-profit associations", however article 70 establishes that "when adult education leads to obtaining one of the diplomas established in this Law, it shall be provided in ordinary and specific educational centres, duly authorized by the competent educational administration.

In the case of the province of Málaga we have a total number of 99 officially authorised educational centres with a lifelong learning section, being 18 in Málaga. The educational offer for each centre can vary according to each institution but we can mention that the most common are the ones connected with the basic training, the preparation for overcoming exams and the ones connected with active citizenship.

The public universities of Andalusia, including Malaga University, have also "spaces for elders" as part of the "Active Ageing Programme". These spaces are for training, participation, meeting and coexistence aimed at men and women over 55 years of age, with or without previous academic qualifications. In the case of Malaga University the training programmes cover a full range of scientific, cultural, technological and social activities.

Finally, it is important to underline the role of associations and organisations of the third sector that provide different learning opportunities to adult population in the frame of nonformal education.

1.5.3. Legislation framework at national/regional/local level in the field of career guidance

The preamble of the Organic Law 3/2020 recognises the importance of "mentoring, education and career guidance, and the collaboration with the families and the students' environment as relevant actions", whilst Article 1 states that education and career guidance are very important for a comprehensive education based on knowledge, skills and values.

Article 66 of the Spanish Law on Education establishes among the specific objectives of adult education that is should aim at "acquire, expand and renew the knowledge, skills and abilities necessary for the creation of companies and for the performance of entrepreneurial activities and initiatives, the care economy, social collaboration and citizen commitment. On 2020 a new point (number 10) has been added to Article 67 which refers to career guidance, in particular it states that "The educational





administrations, in collaboration with the competent administrations in the field of employment, shall promote vocational guidance measures that foster lifelong learning and the improvement of the qualifications of adults, guaranteeing the necessary training offers". Among the functions of the professionals in the field of education we have "the educational, academic and vocational guidance (...), where appropriate, with specialised services or departments". It is responsibility of the education authorities to provide the necessary resources to guarantee "the existence of services or professionals specialised in educational, psycho-pedagogical and vocational guidance.

Article 7 of the Law 17/2007, of 10 December, on Education in Andalusia recognizes as a right for the learner the "education and professional guidance". Each educational centre must have an educational project that should address among other aspects, the guidance and tutorial action plan. Law 4/2002, of 16 December, on the creation of the Andalusian Employment Service establishes that Servicio Andaluz de Empleo (Andalusian Employment Service) has as its specific objectives the exercise of its competences in the field of employment and professional qualification, being among them the ones connected with career guidance and information. The Andalusian Employment Service provides to job seekers a network of units for professional guidance, job search advice, job placement and accompaniment. Andalusia Orienta Network provides different services to registered unemployed job seekers, especially those with greater difficulties in entering the labour market, such as, development of personalised itineraries, advice on job search, employment guidance, self-orientation, etc.

1.5.4. Responsible persons/organisations of career guidance services at local level in each partner country

The Andalusian Employment Service is the responsible at public level for career guidance and information. Throughout Andalusia, one for each province capital, there are Guidance Reference Centres that serve as reference and model for the development of the work and programmes offered by Andalucía Orienta Network.

Besides its own units, to carry out the functions and provide the services offered by the Andalusan Orienta Network, the Andalusian Employment Service has a large number of collaborating entities to attend job seekers in the territory in a closer way.

For becoming a collaborating entity there is an annual public call. The assessment criteria give priority to those territories where deficits in guidance resources are detected and taking as a reference the number of employment offices of the Andalusian Employment Service. In the case of Malaga, the Municipal Institute for Training and Employment of Malaga City Council has been recognized and it offers career guidance activities. Besides that, many associations and foundation offer career guidance services or similar activities that provide adult population with competences to establish their professional path, improve their self-knowledge and recognise their strengths and interest for connecting it with the profession, through own resources or grants by different local and regional public institutions.



1.6. United Kingdom

1.6.1. Legislation framework at national/regional/local level in the field of adult education and career guidance

Skills White Paper (2005)

The White Paper 'Skills: Getting on in business, getting on at work', (March 2005) is significant for guidance.

A greater emphasis is placed on universal entitlement to guidance for adults in England.

To review the aspects of the White Paper that are concerned with helping individuals gain the skills they need to be employable and personally fulfilled link to: Policies Promoting Learning at Work.

Part 1

One of the Skills Strategy Core Strands detailed here is:

'To support individuals in achieving their ambitions, through better information and guidance to identify the best options for them in terms of jobs, skills and training. (pg 9)'

Part 2

Of particular significance is Chapter 4: Opportunities for adult learners, and how the reforms will help individuals to help themselves.

It is recognised here that, in order to upskill the nation's workforce, high quality, expert guidance that meets each individual's needs will be required (pg 41). This chapter sets out recommendations for achieving this goal.

Part 3

Part 3 of the White Paper is "a technical paper sets out the most recent evidence and historical trends on how we are better meeting our skill needs. It provides a background and context for understanding the skills issues and policies set out in Parts 1 and 2 of the Skills White Paper.

1.6.2. Responsible persons/organisations of adult education and career guidance services at local level

The UK, although often referred to as one country, is in effect four countries; England, Northern Ireland, Scotland and Wales, each with their own degree of autonomy and extending from that, their own career guidance system. As a result each of the careers services provided, and the way in which they are provided, differ from one another.

In England career guidance for young people is provided by schools which have the responsibility for providing access to "independent and impartial" IAG (information, advice and guidance). As a result, careers guidance providers and organisations have been competing to sell their services to schools and have consequently been criticised for saturating the market. In some areas the local authority and local schools have joined together to secure guidance services from a guidance company via a single contract, in other areas it is left to the individual schools to source this support themselves.

The National Careers Service, is available in England, and is one of the largest employers of careers advisers. Funded and managed by the Education and Skills Funding Agency (ESFA), it runs an online and telephone advice service for anyone over the age of 13.





In England the National Careers Service provides guidance about learning, training and work for adults. This is delivered both through their digital service and the local National Careers Service centres offering face-to-face guidance with a qualified career professional.

Alongside these mainstream guidance services colleges and universities may also provide a guidance service or careers centre to assist their students.

Policy

In December 2017 the UK Government's new 'Careers Strategy' set out its ambitions and plans to expand the quality and quantity of career provision for all ages. It highlights high-quality careers support, world class technical education and high quality labour market information as key areas of investment, as well as outlining the crucial role of Government, employers, careers services, local authorities and other actors.

Social mobility is also a key theme throughout the Careers Strategy and is directly linked to increased productivity and GDP. Central actions associated with increasing social mobility for all ages and backgrounds is effective cooperation between employers, education providers and guidance services; upskilling adults for jobs for the future and ensuring accessible lifelong guidance.

The **National Careers Service** is the universal guidance service for Adults in England funded by the Department for Business, Industry and Skills. The National Careers Service provides information, advice and guidance to help adults make decisions about learning, training and work, as well as helping with the core skills needed to get a job (e.g. how to improve interview techniques and write a good CV and cover letter). Both an online and face-to-face service is available, with face-to-face guidance prioritising low skilled, unemployed and vulnerable groups. The online service offers a range of tools and resources, such as job profiles, labour market information and a 'skills health check' tool.

Careers England is the trade association for employer organisations and traders involved in the provision of products and services promoting careers education and guidance in England. The association is mainly comprised of the National Careers Service providers across the country.



2. Survey about the quality of career guidance services in the partner countries and needs in adult education

The survey aimed to find out the specifics of activities in career guidance and identifying the main learning needs of adult learners involved in the project activities by the participating organisations. The questionnaires have been addressed to adult people between 35 and 50 years old. They have been translated in each language of the partnership and shared through Google forms or through paper questionnaires.

2.1. Italy

The questionnaire has been translated in Italian and the answers collected through Google forms. It was shared in the Website of Travelogue APS and its Facebook page. It was sent also directly to adults through Whatsapp.

PROFILE OF THE RESPONDENTS:

We collected 17 questionnaires, from 13 women and 4 men (Fig. 1).

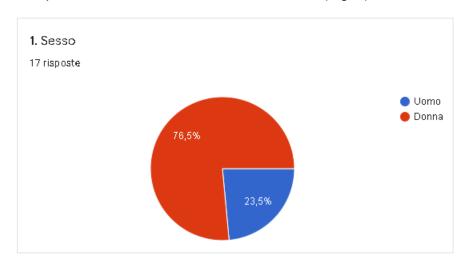


Fig. 1

The average age of the respondents is 42,4. Most of the respondents have a degree. About their current employment, 7 are part-time employed, 5 are full-time employed, 3 are self-employed and 2 are not employed.

SPECIFICS OF CAREER GUIDANCE SERVICES:

Only 3 of the respondents, state that they would need support for job search or career, 9 of don't need support and 5 are not sure. The 47,1% of them say that they don't have any opportunity to discuss with career guidance specialists the issues like their further job, choice of their profession or planning their next steps; the 11,8% don't know and the 41,2 % have this opportunity (Fig. 2)





Fig. 2

Most of the respondents have been supported in their choice of job/profession by information in the internet, that is considered the most useful (average evaluation from 1 to 5: 2,58), followed by parents and family (2,35), friends (2,11) and career specialists (2,11).

The most common activities of career guidance are self-studies in creation and implementation of the own personal vision and career plan and intensive vocational activities (practice, volunteering, etc.), selected by all respondents. The most useful activities are: Study visits (excursions to companies, enterprises) (3,57), intensive vocational activities (3,47) and individual counselling/interview (3,36). The public service of career guidance is evaluated as the less useful (1,92).

KNOWLEDGE, SKILLS AND WEAKNESSES:

The main problems faced while searching for a job that have been highlighted are:

- 1. Lack of job offers
- 2. Limited time availability due to personal or family situation
- 3. Abundance of competitors

The most developed competences and skills of the respondents are:

- 1. Perseverance and motivation
- 2. IT skills
- 3. Self-knowledge

The less developed competences and skills of the respondents are:

- 1. Entrepreneurial skills
- 2. Multilingual competence
- 3. Career implementation

Some respondents stated that in their profession/planning their career/job, it would be helpful: more stability/longer duration of contracts; to have more solutions to support women's work; to encourage digital and communication skills; to continuously update; to develop strong organisational skills.



6 of the respondents would be interested in participating in a learning mobility abroad and 5 of them would maybe be interested. 6 of them are not interested.

2.2. Czech Republic

The questionnaire was submitted online in both Czech and English to variety of target group through social media and email.

PROFILE OF THE RESPONDENTS:

In total there have been collected 17 completed questionnaires.

Gender: Male - 8, Female - 9

Age: 35 - 1, 36 - 4, 37 - 2, 38 - 2, 39 - 2, 40 - 1, 41 - 1, 42 - 1, 47 - 1, 50 - 2

Level of studies: University – 6, Secondary – 3, Technical or professional qualification – 1,

Master degree – 7

Current employment situation: Unemployed – 3, Full-time – 8, Self-employed – 2, parental leave – 1, Part-time – 2, care giver - 1

SPECIFICS OF CAREER GUIDANCE SERVICES:

Do you need any help or support in choosing a job or profession/planning your career?

Yes - 4, No - 11, Not sure - 2

Do you have any opportunities to discuss with a career guidance specialist issues around finding your further job, choice of your profession, planning your next steps?

Yes
$$-4$$
, No -10 , I don't know -3

Who is helping you the most in discussing choice of job/profession/planning your next steps?

The participants had to rate, on a scale from 1 to 5, the help provided by these people/devices: 1 representing very little helping and 5 a good assistance.

Teacher/Tutor - "1" - 7, "3" - 9, "4" - 1

Career specialist - "1" - 6, "2" - 2, "3" - 3, "4" - 2, "5" - 4

Other specialists at the institution - "1" - 4, "2" - 3, "3" - 7, "4" - 3

Parents, family - "1" - 1, "2" - 3, "3" - 4, "4" - 6, "5" - 3

Friends - "1" - 1, "2" - 3, "3" - 5, "4" - 6, "5" - 2

Famous people, authorities you know - "1" - 13, "2" - 2, "3" - 1 "4" - 1

Information in the Internet - "2" - 3, "3" - 8, "4" - 4, "5" - 2

Anybody else - colleagues from working environment, psychotherapists, husband

KNOWLEDGE, SKILLS AND WEAKNESSES:

Level of knowledge and skills of the respondents. Main learning needs highlighted.

How do you assess your knowledge and skills in the following areas?

Under each row, you can find the number of people that assess their knowledge on several fields. These knowledge had to be valued "excellent", "good", "weak", or "very weak".

	Excellent	Good	Weak	Very weak
Self-knowledge	4	10	3	
Knowledge of the career possibilities	4	9	4	





Career planning	3	9	3	2
Career implementation	3	8	4	2
Job searching	1	11	5	
IT skills	5	9	2	1
Multilingual competence	4	8	3	2
Entrepreneurial skills	2	8	4	3
Communication skills	10	6	1	
Perseverance and motivation	9	6	1	1

What activities in terms of career guidance you've been involved in? Would the following activities be helpful in choosing your profession/career path?

The evaluation of the activities of each participants goes from "not useful at all" (1) to "very useful" (5). In each column is indicated the number of answers for each value.

Activities		2	3	4	5
Seminars and lectures for career guidance issues		1	6	4	2
Non-formal education activities on the subject of career guidance			5	6	3
Public service of career guidance		4	6	2	1
Individual counselling, interview			2	4	6
Self-studies in creation and implementation of the own personal vision and career plan		2	3	4	7
Group consultations	1	3	3	3	2
Study visits (excursions to companies, enterprises)		1	3	5	4
Occupational experience visits (shading, performing certain tasks in a particular work environment)			1	5	7
Intensive vocational activities (practice, volunteering, etc.)		1	1	5	6
Special events (Career Days, Study Fairs, contests, etc.)	1	2	4	6	2
Learning/training mobility abroad		1	2	5	7
Other (please specify):					

What problems have you faced whilst searching for a job?

The value 1 means that they're not affected by the activity mentioned if they responded 5, it means that the problem has affected them a lot. In each column is indicated the number of answers for each value.

Activities	1	2	3	4	5
Abundance of competitors	1	2	3	4	7
Lack of competences/skills for experienced positions	1	3	4	6	3
Expired positions on job search websites	5	6	1	1	4
Lack of knowledge regarding the right channels for employment	4	4	4	3	2
Excessive dependence on career centres		4	3	4	2
Using the same resume for every application		1	4	4	2
Knowing what to expect in the interview		3	7	5	1
Limited time availability due to personal or family situation		3	8	2	2
Lack of job offers		1	2	7	3
Other (please specify) employer didn't clearly specify the scope of employment for new employee					



What, in your opinion, would help you in your profession/planning your career/job?

Easier/cheaper access to professional help of therapists, personal development coaches.

Home office, part-time job, flexible working time

Continuous career development and guidance

Possibility to consult with expert to use test to find out what position/occupation I am suitable candidates.

2.3. France

The project targets women victims of domestic and sexual violence. The questionnaire was distributed to different departments that work with the targeted beneficiaries. 4 presentations were done through 2 channels. Social workers that accompagny the women, second, they were put at the reception and proposed to women who arrive at the reception.

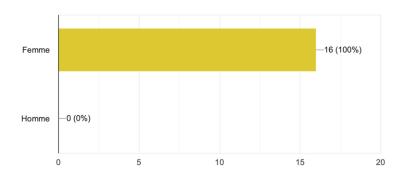
PROFILE OF THE RESPONDENTS:

16 respondents from the targeted age group

Gender

Our targeted group is all women.

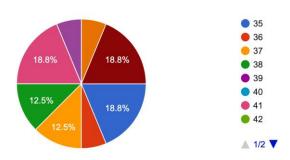
1. Sexe
16 responses



Age



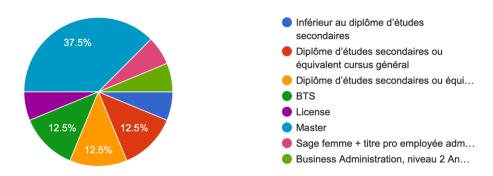
2. Votre age 16 responses



The age group was mixed between 35 and 50 years old, no dominating age.

Level of studies

3. Quel est votre niveau d'études ou le diplôme le plus haut que vous ayez obtenu? 16 responses

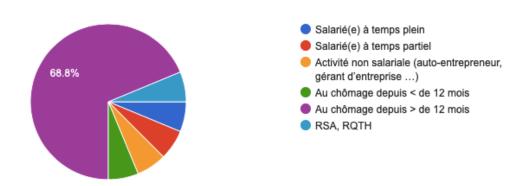


More than 75% of women have a degree higher than a high school diploma, 25% have a degree lower than a high school diploma.

Current employment situation

4. Statut professionnel

16 responses

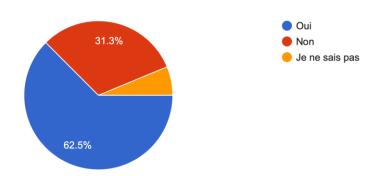




Over 80% of the target group is unemployed. 69% are long term unemployed, 7% are short term unemployed and 1 person is long term unemployed with invalidity.

CAREER GUIDANCE SERVICES:

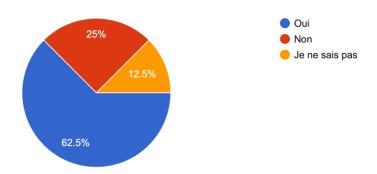
5. Avez vous besoin d'aide pour trouver une orientation professionnelle, pour trouver un emploi ou pour planifier votre carrière professionnelle 16 responses



62.5% of the respondents need help in their career guidance, 31.5% don't need help, and 1 respondent wasn't sure if she deeded help or not.

6. Avez vous la possibilité de discuter ou d'être accompagné par un professionnel de l'accompagnement social et professionnel?

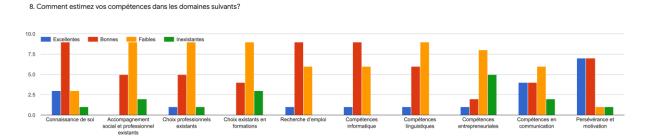
16 responses



62.5% have the possibility to discuss their career guidance with someone. Less than 25% have the possibility to discuss with a professional, only 6% can rely fully on family to discuss career guidance while 56% don't have friends to discuss with about any career issues. 20% use Internet for research on such issues.

KNOWLEDGE, SKILLS AND WEAKNESSES:



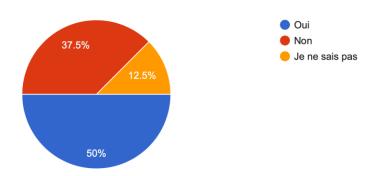


The above graphic shows how do the respondents evaluate their own skills, they have a good self-knowledge, however they have very little knowledge of the career possibilities, career planning, job searching channels, ...etc

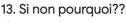
As of their needs to improve their skills, all respondents were not very sure about what they really need, they were open to a certain degree to all possibilities, such as, seminars, coaching, developing soft skills, volunteering ...etc

POSSIBILITY TO PARTICIPATE IN A TRANSNATIONAL MOBILITY

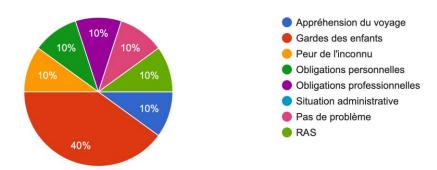
12. Est-ce que vous êtes intéressé à participer dans une mobilité à l'étranger ? 16 responses



We asked the respondents if they were ready to participate in a transnational mobility, 50% answered yes, 37.5% didn't wish to participate and 12.5% were not sure.



10 responses





For those who answered no, we asked them why they didn't wish to participate, the reasons were diverse, but mainly 40% answered that they have no solution to leave their children, 20% were afraid of such an experience, and 10% had issues with their administrative situation as they had to valid papers to allow them to travel.

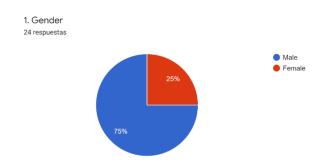
2.4. Spain, La Hoya, Elche

This questionnaire was shared by groups of eligible contacts for it.

PROFILE OF THE RESPONDENTS:

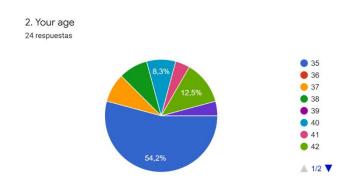
This questionnaire has been fulfilled by 24 participants.

Gender



The 75% of the participants are men meanwhile the 25% are women.

Age



The 54,2% of the participants are 35 years old.

The 12.5% of the participants are 42 years old.

The 8.3% of the participants are 40 years old.

The 8.3% of the participants are 37 years old.

The 8.3% of the participants are 38 years old.

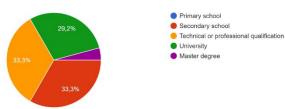


The 4.2% of the participants are 39 years old.

The 4,2% of the participants are 41 years old.

Level of studies

What level of academic studies have you completed?
 A respuestas



The 33,3% of the participants have completed secondary school.

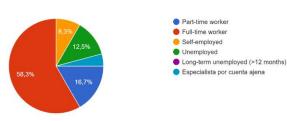
The 33,3% of the participants have completed technical or professional qualification.

The 29,2% of the participants have completed university.

The 4,2% of the participants have completed master's degree.

Current employment situation

4. Your current employment status: 24 respuestas



The 58,3% of the participants are currently employed as full-time workers.

The 16,7% of the participants are currently employed as part-time workers.

The 12,5% of the participants are currently unemployed.

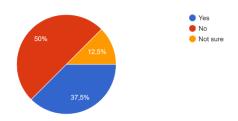
The 8,3 of the participants are currenlty self-employed.

The 4,2% of the participants are currently employed specialists.

SPECIFICS OF CAREER GUIDANCE SERVICES:



5. Do you need any help or support in choosing a job or profession/planning your career? ²⁴ respuestas



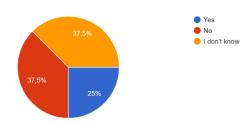
The 50% of the participants answered "No".

The 37,5% of the participants answered "Yes".

The 12,5% of the participants answered, "Not sure".

6. Do you have any opportunities to discuss with a career guidance specialist issues around finding your further job, choice of your profession, planning your next steps?

24 respuestas



The 37,5% of the participants answered, "I don't know".

The 37,5% of the participants answered "No".

The 25% of the participants answered "Yes".

Career guidance activities

The 79,2% of the participants think that seminars and lectures for career guidance issues are helpful.

The 85,1% of the participants think that non-formal education activities on the subject of career guidance are very helpful.

The 66,7% of the participants think that public service of career guidance is very helpful.

The 74,9% of the participants think that individual counselling/interviews are very helpful.

The 83,4% of the participants think that self-studies in creation and implementation of the own personal vision and career plan are helpful.

The 75% of the participants think that group consultations are helpful.



The 62,5% of the participants think that study visits (excursions to companies, enterprises) are helpful.

The 87,5% of the participants think that occupational experience visits (shading, performing certain tasks in a particular work environment) are helpful.

The 87,5% of the participants think that intensive vocational activities (practice, volunteering, etc.) are helpful.

The 91,6% of the participants think that special events (Career Days, Study Fairs, contests, etc.) are helpful.

The 83,3% of the participants think that learning/training mobility abroad are helpful.

Weaknesses and gaps

The 87,6% of the participants think that abundance of competitors is a real problem.

The 70,8% of the participants think that the lack of competences/skills for experienced positions is a real problem.

The 66,6% of the participants think that the expired positions on job search websites is a real problem.

The 70,8% of the participants think that the lack of knowledge regarding the right channels for employment is not a real problem.

The 41.7% of the participants think that the excessive dependence on career centers are neither a problem nor not especially important.

The 79,2% of the participants think that the using the same resume for every application is a real problem.

The 87,5% of the participants think that the knowing what to expect in the interview is a real problem.

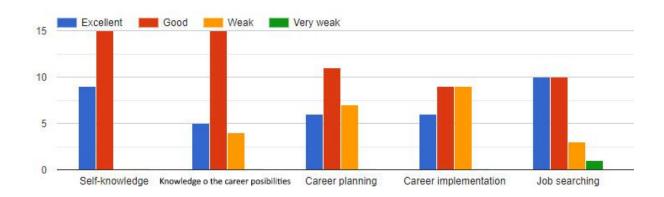
The 50% of the participants think that the limited time availability due to personal or family situation is a real problem.

The 87,5% of the participants think that the lack of job offers is a real problem.

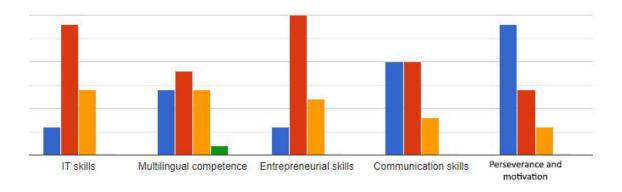
KNOWLEDGE, SKILLS AND WEAKNESSES:



8. How do you assess your knowledge and skills in the following areas?



In this graphic we can see how the participants evaluate their own skills in the areas.



In this graphic we can see how the participants evaluate their own skills in the areas.

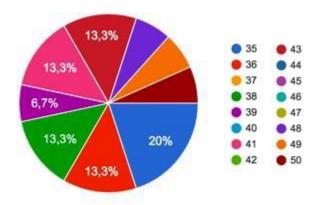
2.5. Spain, Malaga

The questionnaire has been translated into Spanish and uploaded to Google Form. It has been published in the webpage of Asociación Iniciativa Internacional Joven (www.aiij.org) and social networks (Facebook and Instagram). Afterwards, it has been sent to specific individuals that fit the age profile.

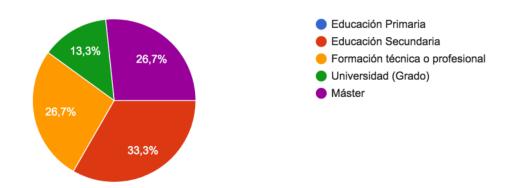
Profile of the respondents:

13 women (86,7%) and 2 men (13,3%) answered the questionnaire, for a total number of 15 respondents. The age was very distributed, being 40 years the average, 35 years old the minimum value (3 respondents) and 50 years old the maximum (1 respondent).





Regardingthe level of studies, the most selected option is "secondary school" (33,3%), followed by "master" (26,7%), "technical or professional qualification" (26,7%) and "university degree" (13,3%).

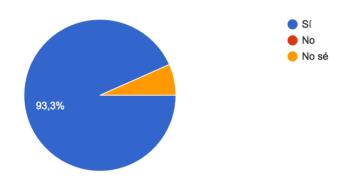


If we consider the current employment situation, we have 7 respondents who are employed workers, having 4 (26,67%) of them a full-time job and 3 (20%) a part-time job. One person answered that he has a full-time employee but he is now under a partial layoff (ERTE, in Spanish) and another one is under a partial layoff. Three respondents (20%) are long-term unemployed and two (13,33%) are self-employed. Finally, one person is now studying/sitting for an official exam.

Specifics of career guidance services:

Almost all respondents, except one that he doesn't know, consider that they need assistance in choosing a job or planning their career.





8 out of 15 respondents think that they don't have any opportunity to discuss career guidance specialists the issues connected with further job, choice of the profession and planning of next steps. 5 individuals (33,3%) don't know, whilst 13,3% (2 respondents) affirm to have this opportunity.

Concerning the question on who is helping respondents in discussing choice of job or planning next steps, the answers are the following:

	Not or very little help (1)	Little help (2)	Normal help (3)	A lot of help (4)	Very much help (5)
Teacher, tutor	66,67%	13,33%	13,33%	6,67%	0,00%
Career specialist	53,33%	20,00%	13,33%	6,67%	6,67%
Other specialists at the institution	0,00%	6,67%	26,67%	26,67%	40,00%
Parents, family	0,00%	20,00%	40,00%	26,67%	13,33%
Friends	0,00%	0,00%	60,00%	33,33%	6,67%
Famous people, authorities you know	53,33%	46,67%	0,00%	0,00%	0,00%
Information in the Internet	0,00%	6,67%	40,00%	46,67%	6,67%

After analyzing the results, we can consider that respondents receive not so many help from teachers and tutors, whilst for career specialist the trend is similar, although some respondents have a more positive feeling. Other specialist at the institution are considered to be much more helpful. "Parents, family" and "friends" give a normal help in most of the cases, whilst "famous people" or "authorities" are not considered useful. For "Information in the Internet", respondents answered "normal help" and "a lot of help" the most.



Afterwards, we 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:

Activities	Yes	No
Seminars and lectures for career guidance issues	33,33%	66,67%
Respondents who took part to the above activity have different of	pinions on h	ow helpful
was. For one it was very helpful, for two it was helpful, for one only	partially help	oful and for
one respondent it was not helpful.		
Non-formal education activities on the subject of career guidance	33,33%	60,00%
Respondents, who answered yes, recognize that it was helpful		
Public service of career guidance	100,00%	0,00%
Although all participants answered yes, 14 out of 15 consider that	it was not he	lpful or not
helpful at all. Only one person recognizes that it was partially helpfu	d.	
Individual counselling, interview	60,00%	40,00%
Respondents who took part to the above activity says that it wa	s helpful (66	,67%) and
partially helpful (33,33%).		
Self-studies in creation and implementation of the own personal	93,33%	6,67%
vision and career plan	-	·
Respondents consider that it was partially helpful (5 out of 14 wh	no answered	yes), very
help (5) and helpful (4).	T	Γ
Group consultations	33,33%	66,67%
Respondents who took part to the above activity consider that it w	as only parti	ally helpful
(60,00%) or not helpful (40,00%).		Г
Study visits (excursions to companies, enterprises)	66,67%	33,33%
Respondents have different opinions: for one it was not helpful, for	two it was or	nly partially
helpful, whilst for seven it was helpful.	T	Γ
Occupational experience visits (shading, performing certain tasks	53,33%	46,67%
in a particular work environment)	-	·
Answers are positive as for three respondents it was "very helpfu	I", for 4 it wa	is "helpful"
and only for only 1 person it was "partially helpful".	00.070/	40.000/
Intensive vocational activities (practice, volunteering, etc.)	86,67%	13,33%
More than 60% of respondents, who participated in the above act	•	
"very helpful", whilst the rest answers "helpful" (4 respondents) and		. ,
Special events (Career Days, Study Fairs, contests, etc.)	80,00%	20,00%
Respondents who took part to the above activity have different of	-	
was. For five it was helpful, for four it was only partially helpful a helpful.	ind for three	it was not
Learning/training mobility abroad	20,00%	80,00%
Although most of the respondents have never participated in a lea	·	•
abroad, the ones who do it, they recognize that it was "very helpful"	•	•
Concerning other activities, one respondent consider very helpful to have spoken with		
Concerning other activities, one respondent consider very neiprul to have spoken with		



friends that were working in the same fields, whilst another person answer that the TEDx talks were helpful for her.

Knowledge, Skills and Weaknesses:

In the questionnaire, we asked participants to assess their knowledge and skills in different areas and the results are:

	Excellent	Good	Weak	Very weak
Self-knowledge	13,33%	80,00%	6,67%	0,00%
Knowledge of the career possibilities	33,33%	60,00%	6,67%	0,00%
Career planning	6,67%	60,00%	33,33%	0,00%
Career implementation	6,67%	60,00%	33,33%	0,00%
Job searching	46,67%	46,67%	6,67%	0,00%
IT skills	33,33%	40,00%	26,67%	0,00%
Multilingual competence	6,67%	20,00%	66,67%	6,67%
Entrepreneurial skills	0,00%	46,67%	20,00%	33,33%
Communication skills	33,33%	53,33%	13,33%	0,00%
Perseverance and motivation	73,33%	26,67%	0,00%	0,00%

Most of the respondents (80,00%) consider that they have a good "self-knowledge". They affirm that their "knowledge of the career possibilities" is good (60,00%) and excellent (33,33%), whilst if we consider "career planning" and "career implementation" their knowledge and skills are "good" (60,00%) and "weak" (33,33%). Participants assess to have "excellent" (46,67%) and "good" (46,67%) knowledge and skills connected with job searching. Concerning IT skills answers are quite different, as 33,33% affirms to have "excellent" skills, whilst 26,67% weak ones. 10 out of 15 respondents assess their multilingual competence as "week" and more than 50% answer to have "weak" or "very weak" entrepreneurial skills. Majority (53,33%) of respondents considers to have "good" communication skills, whilst 73,33% of participants consider to have excellent "perseverance and motivation". After analyzing the results, we can consider that the main learning needs are connected with multilingual and entrepreneurial skills.

Respondents were asked also on the problems they face while searching for a job and the results are:

	No probability	Low probability	Some probability	Enough probability	A lot of probabilit
Abundance of competitors	0,00%	0,00%	0,00%	6,67%	93,33%
Lack of competences/skills for experienced positions	0,00%	20,00%	60,00%	6,67%	13,33%



Expired positions on job search websites	0,00%	0,00%	26,67%	53,33%	20,00%
Lack of knowledge regarding the right channels for employment	0,00%	53,33%	20,00%	26,67%	0,00%
Excessive dependence on career centres	46,87%	46,87%	0,00%	0,00%	6,67%
Using the same resume for every application	26,67%	33,33%	40,00%	0,00%	0,00%
Knowing what to expect in the interview	0,00%	0,00%	13,33%	33,33%	53,33%
Limited time availability due to personal or family situation	6,67%	33,33%	20,00%	33,33%	6,67%
Lack of job offers	0,00%	6,67%	6,67%	6,67%	80,00%

After analyzing the results, we can consider that "abundance of competitors", "lack of job offers" and "knowing what to expect in the interview" are the problems that have the highest level of probability. Participants were asked also to consider other problems they could face during their job search and they underlined the Covid-19 as a big issue in this moment and the fact that employers prefer young people over than experience and elder one. Other identified problems are connected with string-pulling and differences among job conditions provided in the interview and/or employment contract and the reality.

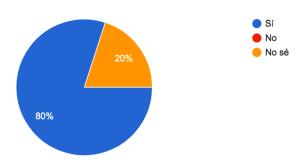
Regarding expectations, requests or suggestions that could help participants provide some ideas that are similar and can be sum up in:

- More help and support provided by public authorities and public services to guide, train and support adult population;
- More support at school for planning a job career more connected with your interests, including paid internship;
- More protection and support towards self-employment.

Other:

Finally, last question related to the interest of respondents to participate in a learning mobility abroad and 80,00% is interested on it, whilst 3 participants do not know.





2.6. United Kingdom

The following research was undertaken in Birmingham, UK with adult learners predominately from Black and Minority Ethnic Communities (BAME) aged 35 to 50 years old.

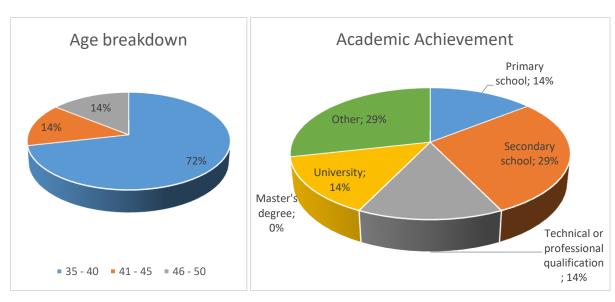
Two methods were used to collect data. These included: small focus groups with 4 to 6 individuals whilst others who felt confident, completed the questionnaires independently.

15 questionnaires were distributed to adult learners with most respondents in 46 to 50 age group.

There was an equal spread across the academic achievement amongst the respondents up to secondary education.

For all the respondents, universities education was from their home countries. Other option included:

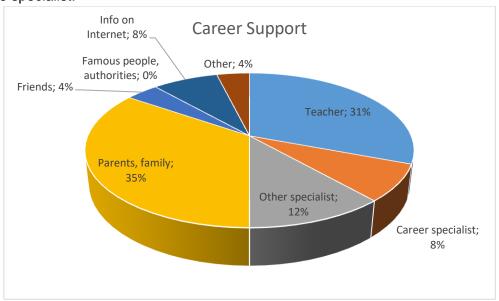
- College education in their home countries
- Home schooling with their father



14% of respondents were unemployed with overwhelming 71% of respondents long-term unemployed (> 12 months).



Overwhelming 79% of respondents wanted help in planning their career/profession. 86% of the respondents didn't get an opportunity to discuss their needs with any sort of career guidance specialist.



Due to lack of access to career support, 35% of respondents sought help and support from parents and family, closely followed by teachers which included their English tutors.

On self-reflection, many of the respondents shared their lack of confidence in number of categories. The table below demonstrates the responses received when respondents were asked to assess their knowledge and skills in the following areas:

	Excellent	Good	Weak	Very weak
Self-knowledge	8%	46%	38%	8%
Knowledge of the career possibilities	8%	31%	46%	15%
Career planning	8%	23%	62%	8%
Career implementation	8%	46%	38%	8%
Job searching	8%	38%	46%	8%
IT skills	0%	62%	31%	8%
Multilingual competence	15%	62%	23%	0%
Entrepreneurial skills	15%	46%	23%	15%
Communication skills	15%	77%	8%	0%
Perseverance and motivation	38%	54%	8%	0%

Lack of confidence directly correlated to the level of activities adult learners had been involved with. Many of them were unaware of courses / activities to support their career guidance.

Career days were seen as the most useful activity to help them seek advice and guidance.

The respondents also listed the following activities as those that would help:



- Better suited jobs based around my health condition
- More training opportunities
- More opportunities to gain work experience in a profession I want to go into
- More chances for progression
- Quicker opportunities to gain qualifications shorter courses
- Training through work placements
- Volunteering and training in a local, friendly and familiar environment to help build self-confidence
- Flexible hours for training and further education
- More childcare support
- More flexibility with hours of work whilst in a job

CONCLUSION

For low-skilled and low-qualified adult learners, challenges in an already competitive market are difficult if not impossible. This combined with lack of knowledge and accessibility to support and guidance, puts these groups in greater disadvantage.

Even for those that come equipped with high level of education from their home countries, the lack of knowledge on services available to allow mapping of their qualifications to host countries education system means that they start at the bottom of the ladder, leading to low paid, menial jobs.

In order to improve and extend the supply of high quality learning opportunities tailored to the needs of individual low-skilled or low-qualified adult, it is important that we offer;

- Training that is culturally sensitive
 - short courses
 - o flexible hours
 - o women only classes if required
 - childcare provisions
- Language appropriate
 - o simple language
- Different method
 - o Accredited qualifications
 - Short courses
 - Volunteering
 - Work shadowing





3. Collection of good practices and tools in the field of adult education and career guidance for adults over 35

In this chapter we gathered some good practices from each project's partner country: projects and activities previously implemented by the partner organisations or by other entities, stakeholders or associated partners. For each good practice, we provided a description and we explained how the practice could be applicable to our project or what we can learn from it.

We also collected some tools previously used by the project's partners that could be useful and applied in the framework of this project. The aim was to gather some tools from each organisation, in order to create a common working methodology to be applied with adult learners for their involvement throughout the whole project lifetime.

3.1. Good practices for adult education and career guidance

3.1.1. Italy

Name of the good	Erasmus+ project "E.T.I.C.A.S.D Education Tools
practice	Improvement Contributing to Adult Social Development"
Name of the	Travelogue Associazione di promozione sociale
organization	
Webpage of the good	https://key4development.eu/
practice	
Detailed description of	"E.T.I.C.A.S.D Education Tools Improvement Contributing to
the good practice	Adult Social Development" project is a Strategic partnership
	for the Exchange of good practices in the field of adult
	education, co-funded by the Erasmus+ programme of the
	European Union. The project started in October 2018 and will
	end in June 2021. The project is coordinated by Travelogue
	APS and involves 3 partner organisation from France, Greece
	and Spain (Asociacion Iniciativa Internacional Joven).
	The project's aim is to develop key competences in adult
	population and to strengthen the network of actors in the field
	of education, training, and guidance in each participating
	territories to promote social and professional fulfillment and
	inclusion of adults.
	The main project activities are: development of learning
	materials on Key Competences, mentoring activities for self-
	assessment of adult skills, 4 transnational project meetings, 2
	blended mobilities of adult learners of 4 weeks (in Italy and
	Spain), the creation of an online interactive guide, the



	realization of Video CVs with adult learners and monitoring, evaluation and dissemination activities. The project's target group was: over 50s adult learners with low level of qualification; adult migrants and refugees regularly residing in the participant countries. The main project outputs are: the online learning platform to facilitate the adult autonomous learning of the key competences, and the Video Curricula, valorising non-formal and informal experiences of adult learners.
Do you think this good practice is applicable to our project? In which way can be a contribute or what can we learn from this example.	Activities and outputs of E.T.I.C.A.S.D. project can be relevant and applied also in the frame of this project. The e-learning platform integrated in the project website https://key4development.eu/ can be used for the first part of the online preparation of the adult learners that will take part to the blended mobilities of the project. In particular through this platform they will develop their key competences 1-6, including multilingual competence for English and the languages of the hosting countries of the mobilities: Italian and Spanish. Furthermore, we can adapt and use some methodologies and tools used for the mentoring activities carried out in E.T.I.C.A.S.D. project for the involvement and preparation of the learners of this project.

Name of the good	"Coltivare talenti" (Growing talents)
practice	
Name of the	Frontiera Lavoro Soc. Coop. Soc.
organization/entity,	
municipality, etc.	
Website of the entity;	http://www.frontieralavoro.it/
Webpage of the good	http://www.frontieralavoro.it/it/post/192/
practice	
Short description of the	The social cooperative Frontiera Lavoro was born in
main activity of the	December 2001, as a spin-off company from the social
entity	cooperative Nuova Dimensione.
	Frontiera Lavoro, since 1995, had set up the "Labor policies
	for the weaker groups" area, promoting actions to combat the
	emerging and increasingly widespread risk of marginalization
	of the weaker sections of the population from the labor market,
	proposing work as a tool for reintegration into the social fabric.



Over the years, Frontiera Lavoro has strengthened its knowhow in the sector of active labor policies, which maintain a strong centrality within the organization, but also expanding its range of intervention to the issues of intercultural mediation and educational services for minors.

By designing interventions for local communities, in strong adherence to emerging needs, the Cooperative keeps a strong eye on the European Union and its policies of social inclusion and combating the phenomenon of unemployment, planning and managing interventions of a transnational nature.

Detailed description of the good practice

"Growing talents" is an experimental social innovation initiative, financed by the Umbria Region with the European Fund for Regional Development 2014-2020 and with the European Social Fund 2014-2020. The initiative aims to accompany boys and girls belonging to vulnerable families in the complex transition to adult life, using the agricultural sector as a great vector of social integration, favouring contact with the territory, its riches and peculiarities, and following the direction of sustainable development that the whole European Union is looking at, while at the same time enhancing the work in the fields and the skills of young people.

The project is now aimed at ten boys and three girls aged between 18 and 35; another sixteen will be added by the end of 2021.

The project provides them with professionalizing tools, and at the same time improves their lifestyle through the social relationships they may encounter during their training.

The project is based on a training laboratory that aims to provide participants with the essential tools to start an agricultural entrepreneurial reality, making use of the partnership between Frontiera Lavoro, a social cooperative that has been promoting active labour policy actions for twenty years, AIAB Umbria - Italian Association for Organic Agriculture, which is entrusted with the agronomic technical part in the field, and the Opere Pie Riunite Foundation of Perugia, which has made available an area of four hectares of land in the municipality of Torgiano, where the agricultural laboratory takes place.

This project is an opportunity for unemployed boys and girls to experiment their talents in agricultural work, learning the job with practice, directly on the fields, accompanied by



	professionals in the sector in four workshops lasting five months each, plus a first phase of orientation. In addition, the agricultural productions from the project will be donated free of charge to the canteens of the Diocesan Caritas of Perugia - Città della Pieve and to the "Perugia Solidale" Committee, which with the "Growing talents" project have stipulated specific agreements, thus closing a circle of sustainability and social support.
Do you think this good practice is applicable to our project? In which way can be a contribute or what can we learn from this example.	This good practice can be an example of workshops and guidance activities that could be implemented to favour professional and social inclusion.
Other relevant material available	Press article: https://www.repubblica.it/dossier/esteri/fondi-strutturali-europei-progetti-italia/2021/04/06/news/coltivare_talenti-295301779/

3.1.2. Czech Republic

Name of the good	SUPPORTED EMPLOYMENT
practice	
Name of the	AGAPO
organization	
Website of the entity	http://www.agapo.cz/
Short description of the	A non-profit organization provides consulting service to
main activity of the	jobseekers with social and health disadvantages with aim to
entity	improve their quality of life, as well as their independency and
	self-sufficiency level in areas of social inclusion and job
	opportunities.



Detailed description of	This program focuses on ich cooking and how to know the ich
Detailed description of the good practice	This program focuses on job seeking and how to keep the job within the common work environment. Based on client's skills and possibilities AGAPO point out what can they help with, set a personal goal or directly find or recommend a suitable job placement. They look for support in client's surroundings such as family or friends. This service follows with steps of: how to write a CV, a motivation letter, how to address the employer and an interview preparation. If situation requires, they escort client to the interview as well as offer an assistance to get used to a new work position. Work-law or psychological advisory support is also available. They aim to offer exactly as much support as is necessary for seeking, getting and keeping a job. The cooperation between them and clients should develop towards independency and self-sufficiency not only when searching for a job but also in various other life situations. This service is provided up from 6 months to 2 years.
Do you think this good practice is applicable to our project? In which way can be a contribute or what can we learn from this example.	As an inspiration for local activities and services.

Name of the good	Facebook Group for Career Counsellors: Career
practice	counsellors, coaches, lecturers and other enthusiasts
Name of the	Lucie Václavková
organization/entity,	
municipality, etc.	
Website of the entity;	https://www.facebook.com/groups/269280007124056
Webpage of the good	
practice (if available)	
Short description of the	Facebook group with aim to connect career counsellors and
main activity of the	create a space for fostering mutual support, development and
entity	growth. It enables peer-to-peer learning among career
	counsellors and co-careering.



Detailed description of	The group offers a safe and enclosed space for the
the good practice	community as its content is only visible to its members. Convenient support tools make it easy to navigate the group and search members' posts. The posts may also serve as a useful guide to other resources on the Internet. Given the involvement of career counsellors from various institutions, there is a transfer of know-how across different career-counselling areas and organisations. The group is also successful in terms of transferring know-how from abroad and promoting European mobility. Last but not least, this group offers an opportunity to obtain very quick feedback from the community of career counsellors, e.g., in the area of current educational needs. Counsellors can take advantage of the community and its benefits free of charge.
Do you think this good	This best practice can be applicable in a form of inspiration for
practice is applicable to	our project as a tool for sharing best practices and exchange
our project?	knowledge, experience and consultation among career
In which way can be a	guiders.
contribute or what can	
we learn from this	
example.	

3.1.3. France

Name of the good practice	Allow the reconstruction of women victims of domestic and / or sexual violence by providing the most comprehensive social and professional support possible
Name of the organization	SOS Femmes 13
Detailed description of	Our association offers support for women victims of violence
the good practice	that is not part of an emergency but rather in the medium term. The stake for the reception and accommodation poles, which are carried across by the therapeutic pole, is to restore the woman in the position of a subject (that is to say as being capable of desires) before actually starting a professional integration. We know from experience that the mechanisms of control and violence suffered by women victims of domestic violence have gradually dispossessed them of their identity. Denied from



their singularity, victims of psychological, physical, sexual or socio-economic violence, they find themselves confined to a position of object (undergoing and accepting). This shift in status is one of the major consequences of violence, but also a way of surviving it: by cancelling out their emotions and increasing their capacity for resistance, these women also try to protect themselves.

At SOS Femmes 13, several professionals combine their different expertise, halfway between social work (social workers, specialized educators, counsellors in social and family economics) and therapeutic work (psychologists and art -therapist). It is thus possible, for the women supported by the association, to have personal interviews with a psychologist and to register for art therapy workshops to overcome the trauma and try to move forward.

This in-depth work allows the woman victim to regain self-confidence, and therefore to take a step back from her situation in order to better reaffirm her skills. Bearing in mind that the level of self-esteem of women victims of violence is at its lowest, and that to this is added a dose of guilt directly inherited from violence and their belief that gender relations should be unequal, it is only by deconstructing and easing these tensions that the individual finds herself in the capacity of making a choice. It is this particular approach, almost multidisciplinary and part of a time frame specific to each woman encountered that makes the organisation special, as well as the specificity of our work.

Our good practice is also our upstream knowledge of the public, which allows us to better understand it in all its complexity and comprehensiveness, and to build a professional project to each woman that makes sense and that allows her to become a professional that works on something that is adapted to her.

Do you think this good practice is applicable to our project? In which way can be a contribute or what can we learn from this example.

This practice enforces the importance of giving back the power to our targeted public.

Women cannot access the job market due to lack of self esteem mainly then skills and language. By working on their self esteem, we can easily work on skills and build a real long term professional project, and then access the job market or a entrepreneurship



Any other relevant information	The work done with our target public is based on trust and a non formal education. Unlike other support or accommodation structures, we support "only" women victims of domestic and / or sexual violence. This gives us expertise and a clear position on the subject. Armed with this knowledge of our audience, we follow and lead external and internal training courses focusing, among other things, on the professional posture to adopt when dealing with a woman victim of domestic violence (whether verbalized or not).
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	Dromoto partnerships with verious pertners escalations in
Name of the good practice	Promote partnerships with various partners specializing in professional integration
Name of the organization/entity, municipality, etc.	SOS Femmes 13 / Pole Emploi / CIDFF / FACE
Detailed description of the good practice	Another good practice would consist in the diversification of partnerships and tools for professional integration. We thus have a weekly permanence of a Pôle Emploi advisor (national agency and public employment establishment) who offers regular monitoring of women through the following: - A series of personal interviews in order to define their skills (through a skills assessment or a skills card) or their possible training needs (language refresher, IT tools). - Workshops to help make a CV or write a cover letter. The Pôle Emploi advisor will thus support women towards their PPAE (Personalized Employment Access Project). - Information on training systems, sectors in tension and are recruiting, in order to guarantee the adequacy of the personal project with the general context of the job market. This action comes as an addition to the work carried out by social workers in the reception or accommodation centers. In addition to the employment center, other initiatives are also being implemented, such as redirecting our public at the end of the course to the professional integration service of the local CIDFF (Information Center for Women's and Family



Rights), which works with specialized advisers on these topics. With CIDFF, women are invited to question the representations and obstacles to their professional integration. The objective here is to promote re-socialization through a collective practice, to restore self-confidence, to promote know-how and interpersonal skills but also to develop resistance to change and social representations, thus allowing it is up to these women to use all the resources available and give them the necessary benchmarks to calmly consider a training plan or a job research. We can also mention our involvement in other initiatives with the private sector such as the "Job academy: wings for employment" that is set up by the FACE Foundation (acting against exclusion). This program, among other things, makes it possible to acquire TRE (Employment Search Techniques) and offer a system of mentoring between women and integrated professionals. As women victims of domestic violence often find themselves in a situation of isolation from any family or friends circle, a "classic" strategy for the aggressor to ensure his full influence over the victim. Sponsorship is therefore an interesting opportunity to get out of the situation. this spiral of confinement and isolation Women can thus benefit from the advice, experience or network of their godmothers. Do you think this good practice cold be applicable, when working with any disadvantaged public, the accompanying. Our organisations cannot provide a 360 degree services so opening up to other partnerships could definitely provide a better social and professional integration solutions that are adapted to the characteristics of our audience. In order to help our target public we need to provide a partnership with all the organisations that could help build the women's professional project



3.1.4. Spain, La Hoya, Elche

Name of the good	IT COURSES
practice	
Name of the	ACD LA HOYA
organization	
Website of the entity	http://www.acdlahoya.org/
Detailed description of the good practice	The ACD LA HOYA offers courses in a basic, medium and advanced level of how to use technologies. The main topics are Windows, Word, Excel, Photoshop, Gmail. This courses are coordinated by a person who offers his knowledge 2 days per week (1h) to teach adult people from the community with low skill in ICT. We develop: Computer initiation (learning to write, save documents). Better knowledge of the computer system (processor, hard disk, peripherals, application development). Training in programmes (word processing, spreadsheet, Powerpoint type presentation). Help to create a web page. We also offer SMALL COURSES: Free basic computer course for beginners: a complete free online computer course for beginners, consisting of 24 lessons, with which you can begin to familiarise yourself with the use of the computer and learn to use the most popular programmes such as Word, Excel, Gmail, as well as surfing the Internet with great ease. Through different videos lasting between 5 and 10 minutes, the aim is that you will finally be able to manage with ease in the digital and online world to carry out all kinds of procedures on the web and basic tasks. Free course on Google Chrome: made up of 50 short videos, to learn how Google Chrome works, how to update the latest version of Google Chrome, change the language, recover closed tabs, delete notifications, activate incognito mode, etc. Free Windows 10 course: made up of 50 videos, to learn step by step all the functions of Windows 10, the latest operating system from Microsoft.



Do you think this good	As we know nowadays the knowledge on IT is very important,
practice is applicable to	we should all apply this kind of courses that can help adult
our project?	people to find a job or just to make their lives more
In which way can be a	comfortable.
contribute or what can	
we learn from this	
example.	
Other relevant	ACD LA HOYA have been taking on these courses for 3 years
information	already.

Name of the good	"Spanish as a Second Language for Adult Immigrants"
practice	
Name of the	ELCHE ACOGE
organization/entity,	
municipality, etc.	
Website of the entity	http://www.elcheacoge.org/
Short description of the	"Spanish as a Second Language for Adult Immigrants",
main activity of the	developed from the beginning of the entity in 1994, promotes
entity	the social and labour integration of immigrants arriving in
	Elche.
Detailed description of	This project has been possible thanks to the involvement and
the good practice	collaboration of the volunteer team of the entity, which has
	given their time, knowledge and empathy to ensure that the
	thousands of people who during these 24 years have
	participated in the program managed to master the language.
	In addition, this work has had the collaboration of the City of
	Elche, which has assigned to the entity a space in the
	neighborhood of Carrus, which has allowed more and more
	people to go and learn Spanish. They created this project due
	to the increase in the immigrant population in the city, it
	started in 1994 and they try to help the inclusion of the
	immigrant people in the community by learning the language.
	The impact on this immigrant adults is positive due to the
	possibility that they gain by learning the language and the
	culture of the country. At local community the impact is really
	good cause the diversity in the city increase and give more
	opportunities to the people to find a job or to communicate.



Do you think this good practice is applicable to our project? In which way can be a contribute or what can	We can learn from the idea of the community to help the immigrant people to learn the language to get involved in the society and to help them with these kinds of activities to get more job offers thanks to the language skills.
we learn from this example.	
Other relevant information	The Elche Acoge Foundation has been honoured with the Unesco-Confucio Literacy Prize for its work in favour of the education of immigrants, thanks to this project.

3.1.5. Spain, Malaga

Name of the good Y	our CV is the key to change
practice	
Name of the	As. Iniciativa Internacional Joven
organization	
Website of the entity h	http://www.aiij.org
Detailed description of	n the framework of the project "Aula de Formación y Empleo"
the good practice (Case Section 1) (Case Section 2) (Case Section 3) (Case Secti	Training and Employment Class), which is yearly approved since 2007 by Malaga City Council, we carry out different group and individual activities for improving employability of our target groups. One of the focus is connected with the dentification of interests and competences, and thus the effection of the professional plan, to prepare an update CV. Normally, we organize a first group activities and then a personal interview. First Session (group): after a name game which helps participants to know each other's and trainer to have a first empression from everybody, we propose an energizer connected with name games. Afterwards, we propose the an exercise where each participant should identify his/her milestones and his/her best, worst and changing points and now they had an impact on the person they are. The second exercise is about their future and it aims at encouraging personal knowledge, recognizing own qualities and identifying actions to take. Second Session (personal interview): after a SWOT analysis, we ask participant to show us his/her CV and trainer should



	check if it is in accordance with his/her SWOT analysis, competences, life story and future. We present different templates and we guide participants which one they could adapt and how to write a unique CV based on competences.
Do you think this good practice is applicable to our project? In which way can be a contribute or what can we learn from this example.	It is essential that adults can recognize all the competences they have acquired during their life because they could have gasps in their work life but they never stopped learning and acquiring new skills and competences. It is also useful for those people who want to find a new job in a different field which seems not to be connected with their previous experience. It is an activity based on non-formal education and it can be used with people from different background. We consider that the basis for adult guidance is the self-recognition of skills and competences that it is useful not only for the CV but also for future interviews and selection processes.
Other relevant information	The methodology used is based on non-formal education, education for liberation and emotional intelligence. The first group activity can also be adapted and take place during the personal interview.

Name of the good practice	Training Course on socio-professional skills for employability
Name of the organization/entity, municipality, etc.	As. Iniciativa Internacional Joven, in collaboration with the association "Empower yourself against unemployment"
Website of the entity	http://www.aiij.org
Short description of the main activity of the entity	"Empower yourself against unemployment" was an association created in Veléz-Málaga, a municipality in the province of Málaga, by social workers to empower unemployed people, especially young people, to join and actively participate in the social, economic and labour development of their community.



Detelled des lating	This Tuelder Occurs to the first 1				
Detailed description of	This Training Course is the first phase of a process to improve				
the good practice	employability of beneficiaries. The training had three main				
	parts: 1. Motivational analysis, potentialities and strengths in the				
	job search;				
	My personal and professional plan. Personal brand, web				
	2.0 and Agenda 3.0;				
	3. Learning processes, certification and CV by key				
	competences.				
	The first part is connected with the motivational process, how				
	it is influenced, how to improve it and what we can to when we				
	are looking for a job. Self-knowledge in the process of				
	improving employability and SWOT technique applied to job				
	search. The second part is about personal and professional				
	plan/project. Personal brand, how to be unique and how it is				
	connected with employability and job search. Steps to create a personal brand. The last part is connected with key				
	competences and the differences between a traditional CV				
	and a CV based on competences.				
Do you think this good	We think that this 1-day training course is useful to make				
practice is applicable to	participants reflect on the steps they need to take to improve				
our project?	their employability and improve their job search. We reflect				
In which way can be a	also on personal branding which is connected with guidance.				
contribute or what can we learn from this					
example.					
-	https://eiii.eve/uw.comtomt/uples-t-/0046/04/UADU IDADEO				
Any other relevant material available (ex.	https://aiij.org/wp-content/uploads/2016/04/HABILIDADES- SOCIOPROFESIONALES.pdf				
leaflet, brochure etc.)	<u> </u>				
Other relevant	The presentation has been exected in the framework of an				
Other relevant information	The presentation has been created in the framework of an activity granted by "Andalusian Youth Institute" so its target				
momadon	group are young people, but the information provided and				
	contents can be used with adult population, as well.				
	Population, 30				

3.1.6. United Kingdom

Name of the good	Preparation for Work
practice	



Name of the	Go-Woman! Alliance CIC			
organization	GO-VVOINAN! AMANGE CIC			
Website of the entity	www.gwacic.com			
website of the entity	www.gwacic.com			
Detailed description of	The aim of the 'Preparation for Work' project is to support			
the good practice	individuals to become 'work ready' through practical hands on			
the good practice	support.			
	Current provisions support individuals to develop a cv or			
	prepare them for an interview. There are fantastic initiatives in			
	the community that do this well but producing a good cv does			
	not make these individuals 'work ready'.			
	Targeted support is needed if individuals are to find work and			
	more importantly build on existing opportunities they need good understanding of work ethics, team working and the			
	importance of continuous professional development (CPD).			
	It is also important to put the learning into practice by			
	providing work experience. This program enabled individuals			
	to get hands-on work experience allowing them to put their			
	learning into practice.			
	Mandatory work experience allowed learners to get hands-on			
	experience. The aim is to ensure that once learners have completed the course they are able to confidently search for			
	1			
	jobs, have the skills to apply for jobs, attend interviews and also show that they have recent experience in a working			
	environment.			
	This programme provides end-to-end training and support.			
Do you think this good	This practice enforces the importance of targeted support for			
practice is applicable to	those that are unable to access the job market due to lack of			
our project?	skills, support and language.			
In which way can be a	Targeted support such as this programme allows a tailor made			
contribute or what can	approach as one-size doesn't fit all.			
we learn from this	This programme also takes into account that everyone is at stages in their learning in the target age group we are trying to			
example.	address. They may just want help with one specific aspect or			
	group of modules but not the whole programme and this			
	tailored approach allows for that.			
Other relevant	Participants attend sessions each lasting for two and half			
information	hours which caters for family and childcare responsibilities			
	these individuals may have. Each session covers different			
	aspect of moving to the job market.			
	Participants also get an opportunity to access mentoring			
	support once a week. This is a one-to-one session. Each learner is allocated a mentor. The mentor is available to			
	support these individuals to work on developing skills, re-			
	enforcing learning from the classroom.			
	Bilingual support is available throughout the programme to			
	support learners that have basic English language skills. They			
	are also sign posted to internal and external agencies to help			



improve their language skills. I.T. sessions are delivered by tutors currently delivering I.T. at the centre, with relevant skills and knowledge.

Name of the good practice	Intensive Personalised Employment Support (IPES)
Name of the organization/entity, municipality, etc.	Shaw Trust
Website of the entity	https://www.shawtrust.org.uk/
Short description of the main activity of the entity	At Shaw Trust we believe everyone has the right to live a decent and dignified life and an opportunity for rewarding work. We are a social purpose organisation challenging inequality and breaking down barriers to enable social mobility.
Detailed description of the good practice	The programme focus on more than just getting beneficiaries a job, their approach looks at all areas of their life that might affect their ability to work, such as: • Family and personal responsibilities • Money management • Preparing for and finding work • Life skills and experience They work with them every step of the way to tackle any problems that stop them from staying in work. We will help build your confidence, manage any health conditions, and improve the way they feel about yourself. Then, when they start a job, we will carry on helping them to stay in work. Key Worker works with the employer to make sure they support you in their job and will be available for up to 12 months after you have found employment. It is a FREE service with no costs incurred by anyone and it is a Voluntary



Do you think this good practice is applicable to our project? In which way can be a contribute or what can we learn from this example.	Yes, it is very applicable as this looks at working with those most at disadvantage, many suffering multiple disadvantages to ensure they can be supported not just with find employment but also addressing all other needs. With our project target group, many of them lack the confidence and the skills to look for work. Programmes such as these ensure that they are mentored through the whole process as well as during their first 12 months of finding a job.
Other relevant information	The tailored service covers areas such as: Confidence and Motivation Skill Gaps Health and Lifestyle Job Search and Application/CV's Employment Skills Vacancy Sourcing Digital Skills Local Support

3.2. Tools for career guidance and mentoring activities with adult learners

3.2.1. Italy

Tool n. 1 - Self-evaluation tool for mentoring sessions

This tool was used in the frame of the Erasmus+ project "E.T.I.C.A.S.D." in order to collect useful information from the participants to the mentoring sessions organised before the blended mobilities of adult learners. The objective was to collect information about their skills, competences and interests, in order to get to know them, to support them in overcoming their weaknesses and to select the participants for the mobility.

Name	
Surname	
Nationality	
Gender	
Date of birth	
Telephone	
E-mail	



Skype				
Are you available for an international mobility?	☐ YES	□ NO	□ MAYBE	
Talk about intercultural ex	•	•		
already lived abroad for a				
have you had any intercul	tural experiences	s in your home	country with foreigne	ers?
What is your academic lev	el (studies)?			
Do you speak any other la	nguages other th	nan vour mothe	r tongue? If so nleas	
specify.	inguages other ti	ian your motile	i toligue : il 30, pieus	
Do you have any work experience? If so, please describe the field.				
What is you level of digital skills (basic use of a computer and computer				
programmes, internet use, social media, research, etc.)?				
10				
Why would you like to join	our project?			



What are your plans for the future? What do you plan to do in order to exploit and take full advantage of the competences acquired during this project once you are back home and the project is over?
Describe your hobbies/passions. What are you hobbies/passions? How much time do you dedicate to your hobbies?
Make a brief description of yourself.
If you are selected for this project, what expectations or fears do you have?
Your accommodation during the mobility abroad will be in a shared flat/room. Have you ever shared a living space with people other than your family? What type of behaviour could you tolerate in a shared accommodation (smoking, animals, etc.)?
Do you have any allergies, illnesses or special needs we should be aware of?



What do you consider to be your strengths and your weaknesses?
To sum up, tell us why we should pick you?
Thank you very much and good luck!!!
Tool n. 2 - Report on Self-assessment of Adults' Skills and Mentoring Activities
This tool was used in the frame of the Erasmus+ project "E.T.I.C.A.S.D." in order to gather the information about the participants to the mentoring sessions and preparatory activities

carried out before the mobilities. It was used to report all necessary information for the hosting organisations of the mobilities, in order to plan adequate activities.

Another similar template was used after the mobilities by each partner organisation, in order to evaluate the competences developed and the results of the mobilities.

Number of the participants involved in mentoring activities:		
Average age of the participants:		
N° of males:	N° of female	es:

INVOLVEMENT OF PARTICIPANTS

How did you involve the participants? Indicate the communication channels and leaflets/articles you used to promote the activities (insert links, screenshot etc.).



Did you involve associated partners?
Did you face difficulties for the involvement of participants for mentoring activities and for the selection process for the blended mobility?
What kind of activities and how many meetings/activities did you carry out? (Ex.
individual counselling, self-assessment of participants' skills, group guidance
meeting, focus group)
Please, insert pictures/videos of the activities.

PREVIOUS EXPERIENCES

Please summarize the main skills and characteristics of the participants to the mentoring activities:



Provenience of participants:
Mother tongue and other languages spoken:
Academic level (studies) of the participants:
Digital competences (basic use of a computer and computer programmes, internet use, social media, research, etc.):
Other skills and competences:



Previous work experiences:			
Previous intercultural experiences or participation in other European projects:			
Hobbies and other interests:			
Tiobbles and other interests.			
MOTIVATION AND EXPECTATIONS			
Motivation to participate in the project activities and in the blended mobility:			
Competences and skills they would like to improve:			
Career/life plans for the future:			



Tool n. 3 - Report on Self-assessment of Adults' Skills and Mentoring Activities after the blended mobility

This tool was used in the frame of the Erasmus+ project "E.T.I.C.A.S.D.", after the mobilities by each partner organisation, in order to evaluate the competences developed and the results of the mobilities.

Number of the participants involved in the mentoring

activities after the first blended mobility:

Average age of the participants:

N° of males:	N° of females:
VOLVEMENT OF PARTICIPANTS :	
Vhat kind of activities and how ma	ts after their first blended mobility? Iny meetings/activities did you carry out with self assessment of participants' skills, group
oid you involve other stakeholders	/associated partners?
Please, insert pictures/videos and deleaflets, FB posts) of the activities	communicational material (if used, ex. posters, s.

Please summarize the main skills and competences the participants have developed

during the learning activities carried out in their blended mobility:



Indicate other benefits gained by the learners from their experience (ex. multicultural dialogue, interpersonal relationships with local population)
DIFFICULTIES ENCOUNTERED:
Indicate the difficulties they faced, contents and topics they would have liked to develop more:
What kind of activities did they consider the most/least appropriate to the project's
purpose?
EXPECTATIONS AND PLANS:
Was the experience useful for them and their personal and professional plans?
Indicate their career/life plans for the future and if they have changed them after their blended mobility.
Other skills and competences they would like to improve in the future:



3.2.2. Czech Republic

Career DYARY

Career DYARY is not a classical calendar with the boxes of months and days; it is not a place for writing when and where your appointments are or when it is time to go to the dentist. Career DYARY has a slower tempo - it gives you the space to look over your life once a year, slowly, relaxed, from a distance, like a bird from the clouds. Career DYARY is a space where you can write, draw, sticker, chart, etc... all of your experiences from the past as well as your future ideas. You can watch an imprint of your past and the next year of your life unfold before your eyes.

It might be used during the LTTA with target group. It is available in Czech, Spanish and English. But it is not free tool and must be purchased.

https://www.careerdyary.com/

3.2.3. France

Triangular portfolio of competences

We use a triangular portfolio of competences, which work with disadvantaged public with very little or no working experience to value their competences.

This is done through individual and group sessions and identifying 3 main parts in the form of SWOT

- 1. Identify professional and educational experiences, how can we value them, what are the weaknesses and opportunities from these competences.
- 2. Identify personal and non formal experiences, how can we value them, how can we translate them to professional competences, what are the opportunities that could emerge from them, what education courses that are needed to complement these experiences.
- 3. Identify peripheral problems that hamper access to employment. These problems could be related to psychological traumas, health issues, housing, mobility, administrative problems, legal issues.... etc

After identifying all these parts, we work on the strengths obtained from them, the weaknesses that could prevent the evolution and accessing an employment, we try to solve what can be solved, we work with other partners to solve what we can't solve and then help them create a professional project such as search for a job or start an entrepreneurship project.



3.2.4. Spain, La Hoya, Elche

The Tree

This technique proposes that each participant, through the drawing of a tree made individually, tries to capture in it what have been so far, the steps, choices, decisions and those experiences they have gone through, in relation to the vocational-occupational theme. Its objective is to encourage each participant to identify what their educational and occupational itineraries have been up to now, and their projection in relation to both.

To begin the task, the coordinator invites the people to share in the group, through a dialogue, their aspirations for the future, how they imagine themselves in a few years, etc. This can be deployed through examples of situations of the people themselves, focusing on those aspects that connect and lead in certain directions.

Then the materials are distributed (flip charts, markers or colored pencils, eraser) and the following slogan is given: "Draw a tree that represents the itinerary of your life with the activities you have carried out and your future projects /learning path...".

Each tree shall have: Roots, Trunk, Branches, Fruit and New Sprouts.

In the Roots I wrote: those things that you learned naturally but that are part of what you know and could constitute a "sort of trade, hobby or career" (the time you played a sport, skills with plants, when you helped a relative to perform a task, interest in a particular area of knowledge, etc.).

In the Trunk: everything you have learned in training spaces (formal learning, particular courses, workshops, recreational activities, jobs previously performed).

In the Branches: what you are doing today and what you plan to do in the short term to achieve personal goals: courses, possible orientations, complementary courses, different activities, some work, etc.

In the Fruits: those medium-term goals that you want to achieve. What you can visualize today of your future.

In New Sprouts: what you still need to keep thinking about, "what remains to be decided".

Once everyone has finished their production, the coordinator invites them to share their "trees", focusing on the contributions they consider this task has given them.

Sharing the trees of the other members of the group shows them how they all arrive at this stage having traveled different paths, which are often different from their own and at other times are similar or meet. It also gives them the opportunity to collectivize and think together about the future that each one projects.

The development of this technique requires the coordinator to work on the initial resistance that the people have to the fact of "drawing themselves", and to emphasize that this production will not be qualified as "pretty" or "ugly", "good" or "bad", the important thing is that "each one draws as he/she pleases".



3.2.5. Spain, IIJ, Malaga

Tool n. 1 - Table for mentoring activities and guidance

The following table is used for mentoring activities and it is connected with learning process and the achievement of a learning objectives but it can be easily adapted to guidance. It is helpful for a better planning of all actions that adults should take and once recognized the key competences it can be transferred to a CV based on competences.

What do I want to learn?	How do I want to learn?	Who can help me to achieve it?	When do I plan to do it?	Which key competences are more connected with?

Tool n. 2 - SWOT Worksheet

The following table is used by the tutor for guiding participants in reflecting and analysis their strengths, weaknesses, opportunities and threats and how they can be applied to job search and improving employability.

SWOT WORKSHEET			
STRENGTHS	WEAKNESSES		
What advantages do I have? What am I doing right? What resources do I have? What are those virtues or strengths that others say I have?	What could I do wrong? What should I avoid? What is holding me back? What do I need to improve?		
OPPORTUNITIES	THREATS		
Who can help me?	What do I consider a threat?		



What are the opportunities that I have?

Of all the opportunities, which ones could I do the best?

What are my obstacles?

What do I have to change in my environment?

Is there a serious threat that prevents me from living?

3.2.6. United Kingdom

Title: Discover your skills and careers & Skills health check

Organisation: National Career Service

Use: Skills assessment helpful at various stages of career advancement

· Start your career

Return to work

• Progress your career

Website: https://nationalcareers.service.gov.uk/skills-assessment



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