

DESIGNED TO WORK

An integrated approach to skills development

Needs Analysis Component Implementing an Integrated Approach for Skills Development

Each element is developed in five points:

- a. Key questions for context analysis
- b. Objectives and activities – short term
- c. Deliverables –short term
- d. Outcomes - -short term
- e. Expected outcomes – medium and long term

Goal: To have a clear understanding of economic and andragogical issues in order to foster the creation of some of the conditions required for job seekers to develop multiple sets of skills while pursuing professional training leading to qualification, thus enabling their integration into the workforce, within a nine-month period.

MAIN ELEMENTS

1. Analysis of the local labour market
2. Needs analysis among job seekers with limited education or literacy skills
3. Analysis of educational resources in the area

1) Analysis of the local labour market

a) Key questions for context analysis

- What employment sectors are available in the community and relevant to learners with limited literacy skills?

- What trades or types of jobs are relevant to these people and these employment sectors? Are some types of jobs conducive to integrated training and professional qualifications (fill the skills gap within nine months; qualify this skills profile)?
- Who are the key partners with whom to discuss these issues (e.g. employment centers, community college or school board, community organization, economic development officers, municipality, etc.)?
- What place does second language hold within the targeted employment sectors?

b) Objectives and activities – short-term

- Review socioeconomic studies and consult employment counsellors, case management officers, and economic development officers, in order to:
 - Identify employment sectors that need workers;
 - Identify the most promising sector in the short-term (number of jobs, expanding and sustainable sector, employer open to the community, etc.);
 - Identify potential employers within this employment sector.
- Consult/validate with employers:
 - The needs for workers in the targeted employment sector; are jobs available?
 - Opportunities for job placements for learners;
 - How to promote the new training project;
 - Examine with employers the profiles of tasks that need to be accomplished by a new worker in this type of position.

c) Deliverables – short-term

- List of expanding employment sectors in the area.
- List of potential employers for each of the targeted employment sectors.
- List of employers who are interested in welcoming learners for job placements (observation and integration) for the targeted sector, during the training project.
- Description of the profiles of tasks that need to be accomplished by a new worker in this type of position.

d) Outcomes – short-term

- Awareness raising among employers and economic development agents about the planned training project.
- Convince employers of the training project's benefits for the targeted employment sector; ("competent" trainees for this employment sector; local workforce available; recognition of professional qualification for the learner, etc.).
- Required strategic partnerships with local employers and economic development officers.

e) Expected outcomes – medium and long-term

- Build and maintain strategic relationships with local employers in the targeted sectors.
- Establish systematic links between local employers and job seekers.
- Improve access to local employment for job seekers.
- Develop integrated training projects for all identified local employment sectors that need workers.

2) Needs analysis among job seekers with limited education or literacy skills

a) Key questions for context analysis

- What is the literacy profile of community members?
- What are the needs of job seekers with limited literacy skills within the community? How do we deepen our knowledge of these needs (e.g. meeting with adults, focus group)? Are there specific integration needs that warrant our consideration (e.g. integration into employment sectors)?
- What types of psychosocial, barriers do adults with limited literacy skills face in my community?
- What types of institutional or situational barriers do job seekers with limited literacy skills face in my community (e.g. transportation, childcare services, availability of programs in the community, recognition of learnings by the environment)?

b) Objectives and activities – short-term

- Inventory of resources related to employment support available to adult learners in the area.
- Review socioeconomic studies and consult employment counsellors, case management officers, adult education trainers in the area, in order to:
 - Clearly understand the literacy and skills profiles, as well as academic profiles of adult job seekers;
 - Deepen understanding of needs in terms of skills that must be developed to enter the workforce;
 - Deepen understanding of needs in terms of barriers to overcome (psychosocial, institutional, and situational) before entering the workforce.

c) Deliverables – short-term

- List of employment support programs and services.
- Description of psychosocial barriers (lack of confidence, etc.), institutional barriers (academic or others), and situational barriers (transportation, language, etc.).

d) Outcomes – short-term

- Awareness raising among employment support agencies/services about the planned training project.
- Convince employment support agencies/services of this training project's benefits for job seekers (training job seekers so they quickly improve their skills for the targeted employment sector); local workforce available; recognition of professional qualification for the learner notwithstanding education level; etc.
- Required strategic partnerships with employability agencies/services.

e) Expected outcomes – medium and long-term

- Build and maintain strategic relationships with employment support agencies/services.
- Establish systematic links between local employers and job seekers; improve access to local employment for job seekers.
- Develop training projects that are adapted and flexible for job seekers.

c) Analysis of educational resources in the area

a) Key questions for context analysis

- What educational and community resources available to job seekers may be interested in implementing adapted and integrated andragogical interventions?
- What training programs are available, adaptable, and likely to meet the needs of job seekers with limited literacy skills?
- How can we maximize the use of existing resources in the area in order to provide high quality, low-cost training that leads to qualification for job seekers with limited literacy skills?
- What partnerships are required to develop integrated interventions and to ensure they are recognized by the labour market and by institutions? How are referrals currently working among programs and organizations? What is their history with regard to collaboration? How do relations work among programs and organizations?
- What structure could we put in place or use to develop consultation?

b) Objectives and activities – short-term

- Inventory of educational resources available to adult learners in the area.
- Identify current partnerships in order to improve services to job seekers within an integrated approach for skills development.

c) Deliverables – short-term

- List of adult education programs and resources.
- Description of current partnerships that are relevant to the project.

d) Outcomes – short-term

- Awareness raising among adult training organizations about the planned training project.
- Convince adult training organizations of this training project's benefits for job seekers (training job seekers so they quickly improve their skills for the targeted employment sector); local workforce available; recognition of professional qualification for the learner, notwithstanding education level, etc.
- Required strategic partnerships with training organizations.

e) Expected outcomes – medium and long-term

- Build and maintain strategic relationships with adult training organizations.
- Improve access to local employment through training that leads to qualification for job seekers.
- Develop training projects that lead to qualifications in targeted employment sectors that are adapted, flexible and designed for job seekers.

Key questions for analyzing the cultural minority context.

- What is the profile of the local minority community?

- Are there any integration projects that would be beneficial to the minority community with limited literacy skills?
- Who are the key players within this community (school, library, cultural association, etc.)?
- What place does mother tongue hold within this community? What place does the English language hold in the targeted employment sectors?
- What mechanisms need to be implemented locally in order to promote and improve literacy among cultural minorities, while fostering their integration into the labour market?
- How do we take into account the linguistic dimension in the provision of training programs that are integrated and lead to qualification?