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Ciclo XXX

Coordinatrice prof.ssa Simonetta Ulivieri

THE PROCESS OF TRANSITION OF YOUNG PEOPLE FROM THE UNIVERSITY TO THE LABOR MARKET

Settore Scientifico Disciplinare: Qualità delle conoscenza e saperi delle diferenze

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Summary

Listle of Figures

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ABSTRACT

This doctoral project called "The process of transition of young people from the university to the labor market", proposes to investigate the first months of transition of young people who are in the process of finishing the university and in process of entering into the labor market. The purpose of this work is to analyze the first months of transition, in order to understand what, for the youth, characterizes these first transitional months and thus to analyze the configurations of these transitions in terms of learning, personal and professional growth, as well as the difficulties encountered during their transitions. For a theoretical definition of our concepts we was used as a guide the texts related to Adult Education, Lifelong Education and Employability to discuss young people's transitions to adult life, transitions and social and cultural contexts, personal motivations for learning, growth, vocational training, support for family, friends, and/or university during the transitions. In order to make it possible to fulfill these objectives, it will be necessary to immerse ourselves in the narratives and perceptions of the young people about their experiences in this period, in order to obtain a denser picture of the phases that occur in this process. The interviews was be carried out in a public institution of technical and universitary education located in João Pessoa, state of Paraíba, Northeast of Brazil, having as subjects a sample of students of such place. Regarding the methodological aspect of the research, this one is characterized by a qualitative type and the instrument to be used will be the semi-structured interview, to analyze the data we will use content analysis supported mainly by Bardin's theory (2011) to interpret the impact of transitions in the definition of personal and professional characteristics of young people. In relation to the theory, the writings of Eraut (2008, 2007, 2004), Federighi (2009, 2007, 2006), Dewey (1997) and Freire (1997) will be used, which will help us to understand personal changes and the creation of a professional identity during transitions. In this way, our research aims to contribute to the academic studies in the area of adult education, youth transitions in the labor market, construction of professional identity, future perspectives of young people in relation to employability and in particular the research intends to contribute in the creation of training paths that can help the young person in relation to the dilemmas faced during this period and the challenges related to the transitions and career development.

Sintesi

Questo progetto di dottorato, chiamato "Il processo di transizione dei giovani dall'universitá al mercato del lavoro", prende in considerazione i primi mesi in seguito al conseguimento della laurea universitaria. Lo scopo del nostro lavoro è quello di capire cosa rappresenti per i giovani questo periodo di transizione, in termini di difficoltà riscontrate, apprendimento, crescita personale e professionale. Come fonti di riferimento abbiamo utilizzato testi relativi all'Educazione degli Adulti, alla Formazione Permanente e all'occupabilità nel mondo del lavoro, in particolare i testi di Eraut (2008, 2007, 2004), Federighi (2009, 2007, 2006), Dewey (1997) e Freire (1997). Abbiamo preso in considerazione il processo di transizione dei giovani verso la vita adulta e verso la formazione del proprio profilo professionale, il loro atteggiamento nei confronti dell'apprendimento e della formazione professionale ed il sostegno della famiglia, degli amici e dell'istituzione universitaria durante questa transizione. Per rendere possibile la realizzazione di questi obiettivi, faremo l'analisi riguardo alle percezioni dei giovani in questo periodo al fine di ottenere un quadro più accurato delle fasi che si verificano in questo processo. Le interviste sono state condotte in un'istituzione pubblica di istruzione tecnica e universitaria situata nella città di João Pessoa, stato di Paraíba Nord Est di Brasile, avendo come campione i laureati di tale università che hanno aderito al progetto. Per quanto riguarda l'aspetto metodologico della ricerca, la raccolta dei dati è stata effettuata secondo il metodo dell'intervista semi-strutturata, mentre per l'analisi dei dati abbiamo utilizzato l'analisi del contenuto sostenuta principalmente dalla teoria di Bardin (2011). La nostra ricerca mira a dare un contributo agli studi nel campo dell'educazione degli adulti, della transizione verso il mercato del lavoro e della costruzione dell'identità professionale. In particolare questa ricerca intende contribuire

alla creazione di percorsi formativi che possano aiutare i giovani in relazione alle sfide legate a questo periodo di transizioni verso lo sviluppo della loro carriera.

Parole chiave: Educazione degli adulti - percorso di transizione - costruzione di profili professionali - crescita professionale.

Resumo

Este projeto de doutorado denominado "O processo de transição de jovens da universidade para o mercado de trabalho", se propõe de investigar os primeiro meses de transição de jovens que estão em processo de finalização de um curso de nível superior e em processo de entrada no mercado de trabalho. O objetivo de nosso trabalho é aquele de analisar os primeiros meses de transição, de modo a compreender o que para os jovens caracteriza esses primeiros meses transitórios e assim analisar as configurações dessas transições em termos de aprendizagem, crescimento pessoal, profissional, e também as dificuldades encontradas durante suas transições. Para uma definição teórica de nossos conceitos utilizamos como guia os textos referentes à Educação de Adultos, Educação ao Longo da Vida e *Employability* para discutir as transições dos jovens para a vida adulta, as relações de transições e o contexto social e cultural, as motivações pessoais dos jovens para aprendizagem, crescimento, formação profissional, o suporte da família, amigos e\ou instituição durante as transições. Para tornar possível o cumprimento de tais objetivos, será necessária uma imersão acerca das narrativas e percepções dos jovens acerca de suas vivências nesse período, a fim de obter um quadro mais denso das fases que ocorrem nesse processo. As entrevistas foram realizadas numa instituição pública de ensino técnico e superior localizada em João Pessoa, estado da Paraíba Nordeste do Brasil, tendo como sujeitos uma amostra de estudantes de tal lugar. Com relação ao aspecto subjetivo da pesquisa, esta se caracteriza por ser de tipo qualitativa e o instrumento a ser utilizado será a entrevista semi-estruturada, para análise dos dados utilizaremos análise de conteúdo suportado principalmente pela teoria de Bardin (2011) para interpretar o impacto das transições na definição de características pessoais e profissionais dos jovens. Com relação à teoria serão utilizados os escritos de Eraut (2008, 2007, 2004), Federighi (2009, 2007, 2006), Dewey (1997) e Freire (1997), que nos auxiliará na possibilidade de compreender as mudanças pessoais e criação de uma identidade profissional durante as transições. Desta forma, a nossa pesquisa pretende contribuir aos estudos acadêmicos na área de formação de adultos, transições de jovens em ingresso ao mercado de trabalho, construção de identidade profissional, perspectivas futuras de jovens em relação à empregabilidade e em particular a pesquisa pretende contribuir na criação de percursos formativos que possam auxiliar o jovem em

relação aos dilemas confrontados durante este período e aos desafios relativos às transições e desenvolvimento de carreira.

Palavras-chave: Formação de adultos – Percursos de transições - construção do perfil profissional - crescimento profissional.

Introduction

This doctorate project aims to propose an analysis of the themes *Adult Education, Lifelong Learning, youth* and *Work Transitions* process. Such concepts promote training as a condition for change in the improvement terms of people and organization (Alessandrini, 2011).

The concept of adult education emphasizes the role of experience in learning, motivation, and guidance. The adult, in this perspective, is seen as a self-directed characteristic agent, able to make decisions about his own life, looking at every experience as a new learning opportunity (Knowles et al., 2008).

On the other hand, lifelong learning is a continuous process of learning, to prepare the individual for the events and challenges of modern life, enhancing knowledge by making them acquire skills for better private and professional life.

Transition process and micro transitions is a recent theme and has been studied in the adult education field and training incorporated into work. For some authors, transition is seen as an autobiographical and learning processes. Barabasch (2014) believes that it is a moment in which the individual is amending duties or changing jobs, it is a space in which the change occurs and takes shape. It is also autobiographical because during a transition there is a set of values and meanings linked to this change (the working environment, family relations, colleagues and own personality). Analyzing the narrative of young people will help us find answers about the meanings that the work has on them, and how we could understand what would be a decent job[1] for young people.

In view of the aforementioned affirmations, our research aims to study the growth and learning processes of young people during their transition processes from leaving a university course and entering the labor market, through which we can analyze how young people see and perceive this process as an important learning moment.

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[1] We use the definition of decent job / work used by the International Labor Organization and refers to the aspirations of young people for their professional lives (professional welfare). More information about the concept can be seen in this site: http://www.ilo.org/global/topics/decent-work/lang--en/index.htm.

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The Design of the Research

In this chapter, we present the structural design of our research, the chosen methodological aspects that will base our empirical practice. Thus, we have the intention to make it clear to the reader the question of research in which we argue based on Gil (2008) the construction of the problem, the hypothesis, objectives and methodology. In the methodology we chose a qualitative study, using semi-structured interviews as data analysis method the content analysis proposed by Bardin (2011), the narrative assumes in this research a source of investigation, through which it is analyzed through the stories of the individuals participating in the research the complexity of the dilemmas and conflicts experienced by the individuals during their transitional periods.

Keywords: Research -Methodology – Qualitative method

1.1: Contextualizing the research problem

The relationship between education, training, employment and social inclusion processes has a positive impact on the quality of well being in individuals' lives. Participation and access to the labor market is an important element of social inclusion, especially when we talk about youth and transitional processes involving university exit and entrance into the labor market. In a linear and traditional view of the concept of youth and entrance into the labor market, a college course was accredited as a means of vocational training and upon completion of the course the young person would be able to obtain his first job corresponding to the course he finished.

Youth is seen, therefore, as a linearity, a direction to a future, which is still uncertain but longed for. According to Tartuce (2005:104), there are three processes that mark the beginning of adulthood: studies, access to a stable job and the constitution of a new family, it is an axis that characterizes a double passage: from school to work and from the family of origin to the constitution of a new family, following the education-work-family constitution axis (Galland, 1996; Mauger, 1998), which is a multidimensional time dimension because it encompasses not only transitions of the professional dimensions of the subject, but also involves cultural, social and personal dimensions. According to (Dubet, 1996; Dubar, 1998 and Mauger, 1998) this transition between the 1930s in European countries occurred almost immediately, which allowed for a fluid, natural and automatic transition, thus the closure between youth and the transition to the adult world was given in a very visible way[2]

However, with the recent changes in the modern world, current global crises, and the computerization of some labor functions, has led to what was once synchronic and natural, a slow transition between the period of university exit and entrance into the labor market, according to (Frey and Osbourne, 2016, p.254) "While there is ongoing disagreement about the driving forces behind the persistently high unemployment rates, a number of scholars have pointed at computer-controlled equipment as a possible explanation for recent jobless growth". Paraphrasing and agreeing with Harvey (1989: 22), modern life has been characterized by the transitional, by the experiences that are

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[2] It is interesting to note that we comment on this transition in a generic way, obviously there could be transition difficulties at that time according to some social class, ethnicity or gender differences. We do not have to discuss this here, because this is only an introductory concept to contextualize our research problem.

marked in a certain space and time, which characterizes fluid life forms and at the mercy of the possibilities of life and well being which are configured over time. Around these configurations we refer to the thought of Elias[3] (1994), for the sociologist these configurations refer to the way in which individuals relate to each other and how their identity becomes constituted. These dynamics change according to time and space, but they are present in different situations.

Based on these arguments, our work has the intention to study the transitional periods of young people who have completed their university course and are in the process of entering the labor market. We understand the transition, as a period in which the individual is changing roles, such as "A shift to highly individualized and flexible careers, less predictable, less collective, less stable and less ordered "(Barabasch, 2014: 13). In the face of increasingly unstable market and career paths that also cross this instability, studying the transition processes becomes an interesting and recent topic within the area of adult education and youth training for the job market.

The greater the transitions experienced by the subjects, the greater becomes the need to understand how these transitions are successfully managed and the expectations of professional future and well-being the individual desires. Another point to consider, according to Barabasch (op.cit.). Is that there are statistical data on labor mobility within countries, but there is little information about individual perceptions about transitions. In this sense, the research is motivated to study the individual perceptions of the young people about the transitions experienced by them, since this is a complex process of decision about the experiences realized, the possibilities of transit and the desires to reach somewhere. The transition besides being a period in which a change occurs in the subject is also composed by an autobiographical learning period. "This concept means that during transition people not only learn to research skills for the job market but also learn new ways of understanding their own lives and their relationships with work and

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[3] Although Elias has been a sociologist and his field of study has a closer contact with his area of activity, and also because he has not written about (or made direct relations with) the educational area, his work allows us to reflect on the theme. The author points out that the paths to civility also pass through the educational institution, which actively participates in this process, by promoting critical thinking, creating habits and forming attitudes that are characteristic of the social environment, which are indispensable for human conviviality. Obviously, converging to the point of view of pedagogical studies, Elias shows how education participates in a broader project whose goal is the continuous constitution of culture. The connections between society and individuals are configured as a versatile dynamic, based on exchanges, dialogues, actions and modes of representation. In order to understand this connected of individuals and society, belonging to a whole (society) and at the same time belonging to the individual, Elias uses two concepts: figuration and interdependence (BRANDÃO, 2003; ELIAS, 1994).

the market" (Hallqvist, Hyden, 2014:204). Thus, we understand this process as a period of construction of the professional identity of the subject and also of reflection on future desires and motivations, characterizing the transition as a reflexive activity and playing a central role in the construction of professional identity.

Transitions offer significant challenges, requiring changes in behavior patterns, redefinition of routines, roles and/or functions, followed by a period of doubt, anguish, and suffering. It also requires personal and financial costs that influence not only the one who is going through the transition period but also the bodies responsible for the formation of the young person, such as the family, the institutions and the state. On the other hand, the transition offers a great opportunity for growth and change, allowing young people to have greater personal and professional satisfaction (Louis, 1980; Ibarra, 2004; Schlossberg et al., 2006). Among the many challenges that transitions require of the individual, one of the most complex is the process of defining a professional identity, a role that generates for the majority of people who are facing this process, periods of insecurity, anxiety and expectations.

In light of these statements, we justify the importance of our research theme, highlighting the high impact of learning from transitions, especially when we talk about transition in the period of university exit and entrance into the labor market, which in itself is characterized as a double transition , on the one hand the transition from youth to adulthood and on the other to the construction of professional identity. Thus, this doctoral thesis has the pretension to demonstrate the narratives of some young people who are experiencing these transitions, so that we can capture what happens in this time gap of leaving the university and entering the labor market, the expectations, anxieties , motivations, doubts among others so that we can map these lines and understand the relationships between youth, job market, employment insertion, opportunities, qualifications and skills. It allows us to think of formative paths that can help young people in their future transitions so that they can be successfully completed and linear to the courses concluded by them.

Thus, our thesis aims to address the concepts of Adult Education, Andragogy and Lifelong Learning (Federighi, 2006, Knowles, 2005, 2008, Freire 2000, 2009 and Rinaldi, 2016) because we understand educational theory as a democratic process of leading man to self-government and self-determination. Understanding it also means situating it within an ongoing process of learning, learning to learn, preparing the

individual for the eventualities of modern life. Based on this concept, of the fullness of the human condition, of empowering the knowledge, of believing that the human being follows a path of lifelong learning, that our thesis is inserted, that is, work the education of adults in the effort to promote a training and the desire to learn during the experience of the subjects, based on their experience and places of work, which contributes to the construction of their personal and professional identities and their relationship with work.

Thus, adult education starts from the idea that adults should be able to make decisions about their own lives in order to improve personal aptitudes, looking at each experience as an opportunity for learning, so the adult is an active being with the ability to put what is learned in a practical way in order to improve relations with the world and the environment in which he/she is inserted. Thus, our thesis relates to adult education trying to understand: what and how adults learn? This problematization serves as a guide to develop the principles of andragogy, taking as reference the theories of Education as a transformative science of Dewey (1980, 1997) of knowledge based on and by experience. Thus, we emphasize the role of experience in learning, motivation and orientation to learn. The adult in this perspective is seen as a self-directed characteristic, that is, someone who will be responsible for his own life.

About the concept of youth and young adulthood, we outline our concept by the bias of the bioecological theory of human development (Bronfenbrenner & Morris, 1998), characterized by the combination of the innumerable possibilities experienced by the subject linked to the time, context, processes and experiences (Elder, 1996; Hinde, 1992), the subject performs the function of agent of change and transformation of its own history, which also exerts influence of the social practices that affect the significations and symbolic constructions of the person, in a relation of bidirectionality (Gotlieb, 1996; Valsiner, 2003). Bronfenbrenner's ecological theory allows an understanding of the subject's development by grasping reality in a comprehensive way, as perceived by the person in the context in which it is inserted (Bronfenbrenner 1977/1996). There is an interdependence of individual and context at the junction of four central elements: person, process, context and time (Bronfenbrenner, & Morris, 1998). According to (Sifuentes et al., 2007; Leão, 2015; Martins and Szymanski 2004) in this model, people refer to the phenomenon of constants and changes throughout life, characteristics of the individual in development, such as convictions, activity level,

temperament, goals, motivations, gender, among others. The process concerns active participation in progressively more complex interactions with people, objects and symbols in the immediate environment, occurring on a regular and lasting basis. By context, one understands the environment in which the person is inserted (micro, meso, exo and macrosystems) and where the developmental processes are developed, from the most immediate to the most remote, subject to reciprocal influences. Time refers to the pressures exerted on the person by the changes that occur along their course of development because of historical events to which they are exposed, whether in the family or in a broader context. The changes constitute themselves as propellers of transformations. As a more immediate bioecological context, the microsystem represents the places where face-to-face interactions, increasingly complex, such as family, work or school occur, being "[...] constituted by patterns of activities, roles and interpersonal relationships experienced by individuals in a given environment, in which their particular physical, social and symbolic characteristics work in ways that stimulate or inhibit interpersonal relationships "(Poland et. al. 2005, p:79) While the mesosystem refers to the interrelationships between two or more microsystems in which the person is actively involved and participates, the exosystem, to the contrary, is composed of one or more environments in which the person does not however, "events in these environments affect or are affected by the environment in which the developing person lives" (op.cit., 2005, p.81). The macrosystem, "involves all environments, forming a network of interconnections that differ from one culture to another" (Martins & Szymanski, 2004, p.67), representing the most remote environments such as culture, ethnicity or social class.

We also approach the concept of youth and adulthood, based on the anthropological and sociological studies of (Dubet, 1996; Camarero, 2006; Guerrero, Abrantes, 2004; 2013, Cambi, 2010, European Union 2013), these studies demonstrate the moments of transition of age as fundamental in understanding the meanings of changes of identity and transformations in family and generational relationships. The triad 'youth-transition-age' can also be understood as fundamental chronological references for insertion of the individual in modern society and are apprehended as stages that define styles that can or cannot be adopted and delimit boundaries between individuals and social segments as a way of being in the world, as well as the breakdown of the linearity of the concept of youth in the life cycles usually expected for

adult life (Camarano, 2006); The uncertainties of the world of work, the interruptions in education, the exit and return home of the parents lead to the decoupling between the existential autonomy and the social and economic independence of this transition movement.

We also emphasize the importance of studying the transition because we understand that it intends to insert the young person in the labor market, the transition studied here is in line with the youth period, since it analyzes the chronological order of the ages in which each step is concluded, the time elapsed between the subsequent stage and the duration of the whole transition process Shizzerotto and Lucchini (2002). The economic situation of the country, the dynamics of the labor market, the generosity and the degree of universalization of the welfare regime affect the transition trajectory. However, age, duration and sequence assume that the social role assigned to the adult is affected by the institutional, cultural and historical process of the country. Biddecom and Bakilana (2003). The sequence of events also deserves investigation as the duration of one event can determine the beginning and duration of another event, or even the probability of triggering another event.

Using Geertz's (1978) words when studying consumer behavior and lifecycle models in different countries, it is important not to neglect the culture, understood in the present work according to Geertz (op.cit.), that is, as a system symbolic of meanings shared by members of a society. Thus, the experience of transition has a significant impact on adult learning. Specifically, transitions encourage adults to engage in learning activities, and they make activities more likely to be systematic and sustained. (McLeana & Vermeylen, 2013). Yet, we conceptualized transitional outcomes in relation to the goodness of fit between individual aspects (resources and developmental needs) and requests or opportunities offered by the context (see Hendry and Kloep, 2002). (Sappa, Bonica, 2011). A successful transition from university to the world of work certainly depends on the degree of commitment of the individual to the chosen profession. This degree of commitment is revealed in their expectations of the university course, in their involvement with it and also in their attitudes towards preparing for this transition. At various times in the university career, young people reassess their expectations, re-establish goals, and - some do, some do not - plan their transition. What is involved in this transition, however, is not just vocational training or job placement. For many, this is a broader movement towards the independence of the

family environment and establishment in adult life, a movement that for most students began in adolescence and had significant moments in professional choice and university experience. The conclusion of the university course, therefore, implies a reassessment of the choices made, the experiences lived to date and also an anticipation of what is to come, both in professional and non-professional terms. It is a period in which personal identity is transformed, as new roles are assumed and new expectations are created. At that time, some are satisfied with their experiences and confident about their professional future, while others experience dissatisfaction and uncertainty. However, it is only when they enter (or attempt to enter) the labor market that young people actually experience the difficulties or rewards of their professions, which will require further efforts to establish themselves in their careers or to seek alternatives (Teixeira, 2002).

Faced with such arguments, we feel compelled to understand the concept of transition from the perspective of young people entering the labor market and the existing meanings of this path which demonstrates a path so open to new possibilities but still so fraught with uncertainties. In this way, when we think of our research problem, we conceive it as Gil (2008: 33-40), that doing science is to offer possibilities, to present suggestions, to incite questions. The answers are provisional and do not make definitive knowledge, but they make it problematic and changeable, leading to inquiries about the object of study. Such a consideration is important because we intend, with academic production, to contribute to those and whose reality this research deals with. Thus, we think of the problematization of reality as the creation of new needs and the presentation of new themes as the object of its reflection, according to the needs of social practice: these problems need to be recognized as "situations to be overcome", as the object with which is necessary to establish a conscious relationship so that it can be apprehended.

Given these arguments, we intend with our research to study the transitions of young people who are in the process of leaving university for entering into the labor market. And in particular, we propose to analyze the first eight months that characterize this transitional period. Thus we intend to study the factors that are recognized in the configuration of these transitions, the nodes of tension and professional and personal growth, between the actions put during the transitions and that we want to analyze are: the transition from youth to adult life, relationships between transitions and the social and cultural context of the young person, the motivation to learn, the exchange of

information with other people and the support received by the family or others responsible in this transition period.

In view of the ideas above, our research project intends to understand how we can interpret the configurations of the first months of the transitions experienced by the young people who are in the process of finishing of a university course and entering the labor market, as these young people see this transitions as processes of learning, personal and professional growth? And how can we think of formative processes that can support young people in their future transitions? In this way, we intend to know from the narratives of the research subjects the potential of learning (or not) deriving from the transitions and think about educational actions that can better accompany and advise young people in their future transitions.

Given these arguments, our research object has the following problem: what happens in the first months of transition of young people who have just graduated from university and are entering the labor market? To answer our question, we use the theoretical guidance studies on Employability, Lifelong learning and Informal Learning.

In this way, the transitions of the university to the labor market discusses the various types of training present in this environment (informal, non-formal, formal), the relationship of the individual with the world of work, with other colleagues, the opportunities of labor market, the social and cultural context, motivation and individual prospects of professional welfare. It is also this view that allows us to understand the effects of work upon the transition processes. So when we look at the thematic of the transitions - from works that report the influence of labor in the construction of knowledge in direction to know-how (the practical) and the transitions occurring resultant of these experiences Field (2004, 2009, 2011, 2012, 2013), Eraut (2000, 2002, 2004, 2007, 2008), Cedefop (2014) Eurofound (2014), we understand it as a relational phenomenon, that is, as a process that must be analyzed in interactive context and, in the case of work, also pedagogical. This means that informal occasions of work need to be taken as opportunities to create new content.

In view of the above ideas, this thesis intends to answer the following research problem: In what way can we interpret the configurations of the first months of the transitions experienced by the young people who are in the process of finishing a higher education and entering the labor market? How do these young people view this process by analyzing transitions as processes of learning and personal and professional growth?

And how can we think of formative processes that will help young people in their future transitions? Thus, we intend to know from the narratives of the research subjects the potential of learning (or not) deriving from the transitions and think about educational actions that can better accompany and advise young people in their future transitions.

1.2. Corresponding Studies

The importance of studying the transition processes of young people who have completed their university course and are in the process of transition to entry into the labor market, is due to the recent changes in the market itself, the difficulties of insertion and also by another aspect that delimits this period, the transition to adult life. The concept also has its particular meaning, because when we talk about work in the present day, we go back to work in a dimensional aspect, which is not just the 'work force' or acquired knowledge of the young person during the course, it involves aspects of well-being, expectations and identification with what is done, it is therefore related to the value of work and what it brings to the subject in terms of benefits, learning, growth, well-being and expectations regarding the future.

Thus, this thesis aims to study the transition of young people who have finished higher education and are entering the labor market, in order to deepen this theme even further, we did a theoretical survey about existing work, focusing on university concepts, young people and transitions in the following ERIC[4] academic research platforms, OneSearch - Unifi: SBART[5], Scielo[6] and Capes Periodicals[7], the research used the words 'transition + University + work' and looked for periodicals from 1999 to 2017. criteria, we find the following results:

Research Plataform	years	Number of articles
ERIC	1999-2017	9

[4] The Education Resources Information Center (ERIC) is an online digital library of educational research and information. ERIC is sponsored by the Institute of Education Sciences of the United States.
[5] The interface of the University of Florence which allows you to search for books, magazines, articles, eBooks, digital objects owned by libraries or accessible online, free or subscription, coming from multiple systems such as catalogs, open-access archives , publisher platforms, databases.
[6] Is an electronic library covering a selected collection of Brazilian scientific journals in partnership with periodicals from South Africa; Argentina; Bolivia; Brazil; Chile; Colombia; Costa Rica; Cuba; Spain; Mexico; Peru; Portugal; Uruguay; Venezuela.
[7] It is one of the main scientific research platforms in Brazil, it offers access to full texts of selected articles from more than 21,500 international, national and foreign journals, and 126 databases with summaries of documents in all areas of knowledge.

Scielo	1999-2017	25
SeacrhUniFi	1999-2017	49
Periodicos CAPES	1999-2017	30.121

Within the thematic of 'professional profile construction and entry into the labor market', in particular we highlight the works of Cálcena: Ribeiro: 2009, Ibarra: 1999, Bridges: 2009, we were realizing that other concepts would gain some prominence in our discussion (Miranda and Hall, 1994; Backer and Aldrich, 1996), which is the first step towards the transition to adulthood (Camarano, 2006; (1988), Ibarra (2004), Louis (1980), and Schwartz (2000), and in the literature on the subject, Ashforth, 2001, Scholessberg et al 2006, Bridges, 2009) and Employability (Boffo: 2005, European Commission: 2012, 2014, Harvey: 2013, Yorke: 2006).

We also find some theses that deal with transitions, among them Tartuce (2006), which deals with the tensions and intentions in the school-work transition in a sociological aspect, that of Teixeira (2002). The transition experience between the university and the labor market in young adulthood, the study is based on the perspective of psychology and studies the psychological and behavioral aspects of the individual who is involved in the transition process. We also carried out a search in the Capes thesis catalog and the key word 'university + transition + labor market' and the use of filters between the years of 2013 to 2017, doctoral theses, in the great area of knowledge of human sciences and with area of knowledge in Education, it was possible to find 587 theses that approached one of the themes described, however when carrying out a more in depth research in the available theses, we realized that of these 587, only 16 theses corresponded to the concept under study. Koespl's (2014) report on professional training, however, is restricted to high school. A de Sabir (2014) reports on educational policies in Brazil and the trajectories of schooling and professionalization, Fagiani (2016) on education and work and the training of young workers in Brazil and Portugal from the 1990s, mainly in the context of neoliberal policies in Negrini's (2013) thesis refers to industrial education in Brazil and the relationships between work in the factory and work in school.. in Mello (2017) professional and technological education in the context of the expansion of the institutes of education, science and technology, in Ostrovski (2016) we find the choice and insertion professional: case study of university students, aimed at analyzing the factors that influenced in the choice and professional insertion of young people from the food engineering course. Bordin (2016) Sensitivity,

work and human training, analyzes the relations of labor from the work of Karl Marx. Baracho (2016) Professional Training for the world of work: a crossing under construction. These results show that there are still few studies which focus on the theme of transitions between young graduates and entry into the labor market, which motivated us to develop our research that, besides being relevant and pertinent, gains traces of originality.

1.3- Hypothesis

For the transition study of young people leaving the university and entering the labor market, we start from the assumption that the transition is seen according to the conditions of employment and job opportunities and the social and geographical conditions to which the individual belongs. Another concept related to transition is that it refers to three key concepts: Input, output, and throughput.

The process of entry will give us an understanding of what the university course offers the individual and in what form. It refers to what the institution predisposes to youth in terms of competence, skills and knowledge.

Throughput is personal behavior derived from various social contexts and that influences the professional characteristics of each individual.

And, finally, Output are the future career prospects that the individual aspires, for example, a better job, career progression, a decent job, etc.

Therefore, these three concepts are fundamental to understand the concept of transition and will provide subsidies to understand the various types of training (formal, informal or non-formal) in the process of building a professional career. Understanding the different spaces as learning environments is essential to understand the relationship between the world of work, university and the formation of individuals. In the following lines, we present the topics that follow the design of our research project.

1.4-Objectives

To understand the process of transition of young people who have completed their university course and are in the process of entering the labor market, we have as

objectives:

<u>General:</u>

✓   Study configurations of the first months of transitions experienced by young people who are in the process of finishing a higher education course and entering the job market.

<u>Specific:</u>

✓   Study   transitions   as   a   high   learning   value.¬ Individualizing the educational actions (informal learning processes) derived from the transitions.¬

✓   Analyze   training   needs   from   transitions¬ ¬ To create educational actions that can offer support to the young people in the first phases of the exit transitions of an upper course to enter the labor market.

✓   Analyze training needs from transitions

1.5 Methodology: The Subject of the Research

In order to study the transition processes of young people who are in the process of entering the labor market, we choose the following criteria: a technical and higher level vocational training institution located in the Northeast region a group of 15 young people between the ages of 20 and 30, in the process of completing the course. In order to study the transition processes of young people who are in a work, we chose the following criteria: a technical and higher level vocational training institution located in the Northeast region of Brazil, a group of 15 young people between the ages of 20 and 30, in the process of completing the course. In order to study the transition processes of young people who are in the process of entering the labor market, we choose the following criteria: a technical and higher level vocational training institution located in the Northeast region of Brazil, a group of 15 young people between the ages of 20 and 30, in the process of finishing the course. The subjects participating in the research come from undergraduate courses in Chemistry, Environmental Management, Administration, Industrial Automation, Building Construction, Electrical Engineering and Interior Design.

The intentionality of this clipping is specifically to analyze the perceptions of young people about the construction of the professional identity, the expectations of the young people regarding the future, professional security, knowledge of the area within the market, employment opportunities, personal motivations and influences in the choose of the course and of the profession and the aspects that they say contribute to or hinder their professional growth. Thus, through these different points of view we intend to have a broad vision about how the young person sees in relation to this period that is so important in the construction of the professional identity, but also in the personal growth of each one.

1.6 Research Methods

With the intention of studying the nature of learning from the developed practices and the experiences lived in the transient periods of the young people, we use as a research method, the case study. The qualitative methodology of the case study provides us with the tools to study complex and particular phenomena within each context. For Mortari (2007) the case study is revealed when the researcher intends to have an adequate understanding about a phenomenon in its singularity and originality. The case study, when well applied, offers tools for developing theories and creating new methods.

Thus, our case study will be developed in a professional teaching institution of technical and universitary level located in the state of Paraíba, northeastern region of Brazil. The object of study is delineated in the understanding of the formative aspects existing during the transient periods of the young in completion of course and entry into the labor market that generate knowledge and acculturation[8].

In this sense, in order to study the nature of the learning involved in the action and in the processes incorporated during the transitions, we define as a research target young people in the process of completing an university course. Our sample initially starts with a follow-up of a number of 20 subjects who are completing a course, this group of young people will be followed during the twelve months period, with interventions

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[8] We use the term acculturation discussed by Eraut (2000) to describe the absorption, often unconscious of norms, values and other knowledge culturally embedded. Thus, standards, the local speech and other aspects of the organizational and occupational culture are acquired over a significant period of time, by methods which implicitly add meaning to what is explicitly interpreted as routine activities.

every four months of semi-structured interviews. Each interview are divided as follows, an initial interview of probing about the perceptions of future and professional desire, another performed after four months accompanying the youngsters' progresses and/or returns in relation to the professional choice and between that time interval, to discover if found some work consistent with their professional choice or if they changed their wishes and motivations, and four months later the last interview will be done for the finalization of the research and data collection. The interview will help us to understand the individual formative process of these young people and to situate through the speeches of the young people interviewed the learning resulting from the transitions and that have a significant influence on the acquisition of knowledge and the construction of their professional identity.

In this way, our data collection will be through the semi-structured interview, and according the Marconi and Lakatos (2010: 197) it is also a way to "more fully explore a matter. In general, the questions are open and can be answered in an informal conversation", is a conversation between two people with a purpose of providing information to answer the problem of our research, according to among the goals that Seltiz (op.cit.: 195) indicates for interview, in this research we will seek to investigate and determine the opinions and feelings about the object of our interest as well as the discovery of new knowledge resulting from the transitions.

It is through the semi-structured interviews and the opinions collected that we will investigate the potential of the workplace to create new skills. The choice of this type of tool was given by the combination of open and closed questions where the informant has the possibility to discuss the theme, it is often used when it is wanted to define the volume of information, thus obtaining a greater orientation to the subject, intervening in order to achieve the objectives (Ibidem).

The main advantage of this type of interview is that it promotes a better sample of the population of interest; it also has as advantage its elasticity in relation to the duration, allowing a deeper coverage on certain themes. Moreover, the interaction between interviewer and interviewee favors the collection of more spontaneous responses making it easier for the interviewer to touch in more complex and sensitive issues. Thus, this type of interview contributes a lot in the investigation of affective and valuative aspects which determine personal meanings of attitudes and behaviors of the

informants. Spontaneous answers can bring up unexpected questions for the interviewer and may be useful in the research[9].

Thus, we use the semi-structured interview to collect data about individual impressions of the subjects in our sample in order to study the private company policies on training, career growth, progressive or not, what for young people means learning in the workplace. They learn more when in a formal training, by the association between formal and informal, in the quotidian when the individual faces new situations. How do these knowledge/competences come to light, or where do they come from that are not evidently, and how can we make this phenomenon of transitions known but so far little studied?

From these questions, the interview becomes a valuable tool in collecting data on the perceptions of young people about the process of learning and skills development resulting form the transitions experienced by young people.

1.7. Data Analysis

In order to study the first months of transitions of young people in the process of leaving the University for Entry into the labor market, we will use as a guide of the study the strategy of discourse enunciation analysis obtained from the literal transcription of Interviews With the participants.

Supported mainly by Bardin (2011), the content analysis is one of the fundamental principles inferences, working with speeches existing between the lines of the interviews, the not told, the body expressions, or repetitions of phrases, or what the colloquial instruments talk about the object researched. It does not only observe the behavior of literal speech but develop awareness of other existing aspects that the body of the respondent shows at the time of an interview, for example. Therefore, the content analysis works with two important tasks:

The overtaking of uncertainty: what I judge see in a message will be over there effectively contained, can this very personal vision be shared by others? In other words, is my reading valid and generalizable? And the reading enrichment: if an immediate,

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[9] Another important issue to highlighting about interviews is the creation of an enabling environment for which the respondent feels the will and narrates their experiences. Interviewing is not just ask to find out things, means enable the respondent it expresses fully. It means follow him instead of asking him to follow us. BENJAMIN, A. (2004) *A entrevista de ajuda*. Martins Fontes: São Paulo.

spontaneous look already is fruitful, could a careful reading increase productivity and relevance? The discovery of content and structures that confirm and (invalidates) what is sought to demonstrate the purpose of the message, or the clarification of meanings of which might lead to a description of mechanisms that a priori we had no understanding. (BARDIN, 2011: 29)

Thus, this type of analysis intends to discuss all forms of communication, which in our case, go beyond the talking. Content analysis is a methodological process that tries, through inferences or pauses of respondents, deduce what kind of message the respondent passes to the receiver, even if unconsciously.

It analyzes the linguistic game present in the silences, in the pauses and in the repetitions of words. These linguistic games are not separated from the messages passed by the respondent and is proposing that the pauses and silences are also tools of analysis and perception and serves to content analysis.

In this context, we make use of pronunciation analysis technique that sees communication as a process to be explored. The spoken word serves as data to be exploited, manipulated, studied:

In the practice of analyses, it is usually called discourse all studied communication, not only in terms of its constituent elements (the word for example), but also, and above all, to an equal and superior level: the phrase (propositions, statements, sequences).

If the discourse is seen as an elaboration process where it is found the motivations, desires and investments of the subjects with the impositions of language code and the conditions of production, then the deviation by the enunciation is the best way to achieve what is sought. (BARDIN, 2011: 170)

Content analysis allows us to understand the complexity of the dilemmas and conflicts experienced by individuals. In Buner (1990) narrative functions as an organization of experience, the influences that dominate the transactions of everyday life and make public and shared meaning in cultural participation have an organizing principle that is more narrative than conceptual. In this way, the account needs a reason, an explanation. Tell a story and take a moral stand. Words are never uttered only by the individual, they are articulated from several particular narratives, from specific points of view, determined in certain contexts and by certain voices. Narratives serve as a mode of construction and constitution of reality. For Bruner cited by Rabelo (2011) when we

organize the experience through narratives the subject not only conserves what has happened, but improves that experience and interprets through the narrative. Even for the author, the fact that speech is connected to cultural and social contexts, shows that narratives are not produced in isolation, and are also influenced by social symbols, ideologies and ethical issues demarcated in time and space

For this reason we judge the importance of understanding the social context in which the individual is inserted to analyze the impasses lived by him and to categorize the context and the expectations regarding the integration and construction of the professional profile. According to Rabelo (2011), "autobiography ... is an account of the process of constructing a protagonist that has its name and existed in the past, ending the history in the present. We can conclude that our individuality does not contain an unchangeable identity, but something that we construct socially in the course of our lives and that constantly changes. The analysis of content is inserted in the fields of educational research with great force, by making possible the understanding of the practices, motivations and choices that are largely based on the human experience. It is necessary to understand the personal choices of young people in order to understand more about the transitions and what they tell us about the perspectives of young people for the future and how we can build formative paths that can help young people in their future transitions. that this course can be experienced in a less conflictive way and that it can be integrated into the labor market and follow a course consistent with its professional choice).

Face the aforementioned arguments, the content analysis proves to be of great value to the perceptions of young people on the transitions the university to the labor market. The interview and its analysis will provide us the opportunity to know the learning that occur in their daily working and sometimes are not provided, the changes of work plans, the difficulties or facilities to enter the labor market, the learning that derive from the experiences, the frustrations and the desires for professional fulfillment. They are records that go beyond what was prescribed, but which take place in the exchange of information between those involved in the context of reality to which they are subject. This shows us how important it is to realize this interaction of young people with the work, in this ongoing dialogue of the knowledge, of the intervene, of the reflections and action. Through the different looks, different interpretations, and

perceptions of those involved, we examine the concept of transitions from the viewpoint of young and the influence of their transitions toward a decent job.

In this chapter we had as purpose to present our research proposal and justify the methodological choices. In the next chapter, still on the methodological route, we demonstrate the steps of each phase of the research to get the answer to our problem.

2

The concept of transitions

In increasingly unstable labor markets, the study of young people in the process of transition from the university to the labor market has become quite relevant within academic research, as it symbolizes an event that carries within itself a double transitory movement in the life of the young person: the student's transition to the labor market and the transition to adulthood. In face of this, our work theoretically covers the study of the transitions of young people who are leaving the university to enter the labor market in the following perspectives: the transition from youth to adulthood, transition and identity change and finally the transition and entry into the labor market. Through the use of social psychology, we present theoretically what the recent researches report about the changes of identity that cross young people when they face the transitions in confrontation with the diversity of individual and structural circumstances that guide this period in family relations, in the social cultural context, friends, institutions and other factors. Understanding the complexity of this transition in contemporary times (Pais, 1993; Cavalli and Galland, 1995; Furlong and Cartmel, 1997 and Ibarra, 2004, 2007), allow us to understand how young people deal with this process, the anxieties, fears, expectations and adversities. Thus, this chapter, with a qualitative bibliographical nature, shows from the readings gathered that the processes of transition demand changes of identities and a reconfiguration in the ways of being of the individual as a consequence of the adaptation to its new state. In this way, the transition requires the subject to adapt to the changes that intervene and to reflect on the new challenges. It is a process of constructing the self (personal and professional) in the new role assumed (the adult being), in a movement that requires the exploration of new selves from the actions that are interposed: in experimenting with activities, in changing relationships, in search for the creation of meaning in the face of the present moment, the test of new identities, the actions taken and finally the reflection of the results achieved;

Keywords: Youth - Labor Markets - Transitions.

2.1- Introduction of the concept

One of the main problems that the new graduates encounter when they enter the labor market is precisely the difficulty in finding job opportunities equivalent to the profession chosen and invested during the years of university training. Conquering a working space in the face of the current context and the restrictions of vacancies has demonstrated that the conquest of spaces in the labor market today corresponds to values that go beyond a university degree, corresponding to a set of personal characteristics, competence and a network of relationships that helps the young people in insertion within the market and job opportunities.

Following this argument, it becomes common the testimony of students who see a discrepancy between academic theory and the professional world (Lassance e Gocs, 1995). Despite the difficulties, it is still possible to find students who can successfully transition between leaving university and entering the job market, demonstrating that a good transition beyond the diploma also depends on the degree of commitment of the individual to the profession chosen. This degree of commitment corresponds to the expectations created by the student in the chosen course, in the involvement and attitudes taken to face the transitions (Teixeira, 2012). What is involved in the transition does not refer only to vocational training or job placement, for many young people this is a much broader moment, symbolizing a movement towards family independence and adulthood.

The conclusion of the university course sums up the reflection of the choices made, the experiences lived up to now and those that are to come, whether in professional or personal terms. It is a period in which the personal identity is transformed, because new roles have to be assumed and it is necessary to adapt the new situations. At this point, some may find themselves satisfied and confident about the chosen profession, while for others it is still a time of uncertainty and insecurity, since this is a time when professional identity is not formed. It is only when they enter the world of work that young people will test their expectations and feelings about professionalism and career building, which will require their efforts to establish themselves in the profession (if their experience is positive) or to seek other work alternatives (if this is negative).

Knowing from the narratives of young people what they think about the job market, profession, construction of the professional profile is fundamental to understand the characteristics of the transitions and the impacts that they promote in young people. This is also an important time to guide young people in building a professional identity, helping them to find good opportunities in the job market, thus managing successful transitions. Knowing the expectations and impressions of the young people about the job market, insertion in the professional world is essential so that you can guide them in a more efficient way in this moment of transition and in the development of their careers. We define transition as the exit from the university to enter the labor market and to further deepen the concept and discuss it in a systematic way, we divided this chapter into a few topics explaining the importance of the theme, the values and the changes resulting from the transitions.

2.2   The importance of the subject

When studying a concept, we need to understand how it relates to the everyday and the subject, according to Cardoso (2008), the changes in economic structure and labor markets demonstrate the bases on which are built transition patterns of young people from school to work. For the author, the study of transitions problematizes a certain established order influenced mainly by the Fordist pattern of transition, characterized by a strong control by the families and states, of general processes of qualification for the work, in which the training institutions took center stage, being the main element of social mobility and the generation of life opportunities. With the crisis in the last years of these patterns and the retardation of the juvenile trajectories, entry into the labor market became increasingly late in the lives of individuals, weakening the coincidence between adulthood and financial independence.

Therefore, this gap between university exit and entry into the labor market did not mean the end of the precarious transition process from school to work; on the contrary, it increased the insecurity of young people as to their place in the social order. Thus, the problematic is not only economic, in the treatment of university transitions and entry into the labor market are concerned the more general processes of building social identities and delimitation of life opportunities of individuals and collectivities. In the treatment of university labor market transition, they are concerned with the more

general processes of building social identities and delimitation of life opportunities of individuals and collectivities.

Thus, the importance of the study of transitions is given by the ability to allow us to understand the forms of behavior of the individual that are also demarcated by the social. Hence the frustrations, fears, and insecurities of young people in this process, the forms of control that we receive are what, in a way, mark the conducts and practices. As Elias (1994, 79) tells us, "it is that in all these matters, what is important is not what such a person can think ... It can never depart much from the contemporary pattern of discourse thinking. It is bound by this pattern, even if it is only by the linguistic instruments at their disposal."

The transition problem is important to understand the identity construction of the subjects, as a public policy that sees youth unemployment as problematic, since unemployment shows a difficulty for the state and markets to provide employment opportunities to these young people and contradicts the policy of social welfare, according to which, in Cardoso's words, the entrance into adulthood was associated with obtaining a job, in a sequence of events that would characterize this stage of life as family formation, establishment of a Stable union, economic independence and autonomy. As such, it is possible to affirm that the university's transitional model and entry into the labor market has been characterized by three main vectors: postponement of young people in the labor market, unemployment at the beginning of life trajectories and consequent increase in competition in labor markets job. Of course, this varies from country to country, because when studying consumer behavior and life cycle models in different countries it is important not to neglect the culture understood as a symbolic system of meanings shared by members of a society.

In this sense, Shizzerotti and Lucchini cited by Teixerira (2002) analyze the chronological order of the ages in which each stage is completed; the time elapsed between the subsequent stage and the duration of the entire transition process. Thus, in conceptualizing the transition we analyze the economic situation of the country, the dynamics of the labor market, the degree of universalization of the welfare regime, age, duration and the sequences of transitions.

2.3   Transition from youth to young adulthood

The passage of adult life is often intertwined with the project of social mobility and the cultural context that the individual is belonging to. There are several theories and approaches that try to explain this transition to adulthood, in the case of our study we will specify from the perspective of the bioecological theory and human development proposed by Bronfenbrenner.

According to Teixeira (2002), the studies involving the subject of transition to adulthood, especially the anthropological and sociological ones, are analyzed as a fundamental social dimension to understand the changes of meaning represented with the advancement of age and the transformations of family relationships and generational factors involved in this process. (Camarano, 2006; Debert, 2006; Lins de Barros, 2006 and Peixoto, 2004). Age is also understood as a fundamental chronological reference for the insertion of the individual in modern society and are understood as stages that define lifestyles that may or may not be adopted between individuals and social segments as a way of being and being in the world , as there are definitions of people considered "old age", there are definitions that characterize the young public, who demarcate their territory in terms of brands, tastes, styles, expectations of society and the youth itself, obligations, likes, etc. Individual projects of youth interact with others within a field of possibilities and are not assumed by themselves, but inserted from premises and cultural paradigms shared by specific universes (Velho, 1994).

From a traditional perspective and in the Brazilian context, the transition from youth to adulthood is identified by the simultaneity of events such as the departure of the parents' house, marriage, entry into the labor market, autonomy and independence (Camaran, 2006; Guerreiro and Abrantes, 2004; Heilborn and Cabral, 2006). However, the uncertainties of the world of work, the interruptions in education, exit and return in the home of the parents lead to the decoupling between the autonomy and independence expected by the young. However, the emphasis on understanding the phenomenon of young adulthood reflects on the phenomenon and the current meanings of this movement. Parallel to the emphasis on social construction of the ages, life cycle phases are analyzed in the literature as they are perceived by individuals in different social contexts, as stages of maturity that generate and nourish new types of social hierarchy.

The transitions to adult life, will assume a series of factors that must be put in evidence beyond the chronological age as the experience, responsibility, social, cultural, political and interpersonal commitments and formulation of life projects (Franch 2009; Leccardi, 2005).

This scenario does not differ from that presented by Oro (2004) and Machado (2004), regarding the feeling of young people to positively respond to expectations demonstrated by society and the family about their responsibilities and tasks to be performed, even if this transition is not linear (departure from the parents' home, employment, autonomy, financial independence, etc.), yet the expectations of being able to follow a path that goes according to the norms of the social rule for their class or age are expected and desired by young people to fulfill them. This marking in the contemporary context points to the complexity of society where individualist and traditional values coexist in the action of individuals, in the projects of independence and autonomy. The analysis of the transition to another stage of life in the midst of the social mobility project shows a similar process and action among young people and reveals, at the same time, the internal distinctions to this social universe, pointing to the plurality of life experiences and to Different interpretations that men and women build on their life trajectories.

The sociological literature argues that the process of transition to adulthood involves four main elements: leaving school, finding permanent or temporary work through which it is possible to meet basic needs, forming a stable union, and the first child (Modell Furstenberg and Herhsberg, 1976; Cavalli and Galland, 1993; Iedema, Becker and Sanders, 1997; Shanahan, 2000)[10].

European literature still explores the factors that influence the transition pattern in some countries. Thus, Shizzerotto and Lucchini (2002) analyze the chronological order of the ages at which each step is completed; the time elapsed between the subsequent step and the duration of the entire transition process. As a consequence of the country's economic situation, the dynamics of the labor market and the degree of universalization of the welfare regime of European countries affect the transition paths of young people. However, the age, duration, and duration of transitions make us assume that the social

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[10] It is interesting to argue that these characteristics are given in a traditional perspective of sociology in relation to maturity. Nowadays, by the new ways of society and other non-linearly conjugated processes in this conjuncture, such as leaving the home of the parents to live an autonomous life independent whether or not in a stable relationship can be configured in a transition to adulthood.

role assigned to adults is affected by the country's institutional, cultural, and historical process.

In South Africa, the studies of Biddecom and Bakilana (2003) investigate the time, density, and sequence of transitions performed by adolescents and young adults of both sexes for sexual activity, pregnancy, stable union, and school leaving. In addition to the density of transitions, the sequence of events also merits further investigation as the duration of one event can determine the beginning and duration of another event. The results of the research do not present high transition density in adolescence up to the age of twenty. Another factor verified were the important differences between population groups, regarding the transitions studied, and a disorder in terms of the variety of combinations and sequence of transitions.

Thus, taking these references, we can argue about the general characteristics of young adulthood that there is a somewhat outdated definition advocated by Arnett and Tabber (1993) and Klaczynski (1990) that we could define from the insertion events in the labor market, economic independence, leaving the parents' home and establishing a stable marital union is among the main categorization for the definition of this group (Arnett, 2000; Bee, 1997).

Some researches conducted with young people and adolescents have verified that taking responsibility for oneself and making decisions independently can be considered attributes for defining transition to young adulthood even more than the previously mentioned characteristics of Arnett (1997, 1998) and other authors.

Thus, we can understand young adulthood as a new way of being (psychological and social) that goes deeper into the characteristics of the individual insofar as it fulfills some of the tasks culturally expected by it. If adolescence was characterized as a period in which there was an initial commitment with a certain amount of values and the beginning of the construction of the identity from which the course was chosen, young adulthood in this case would be characterized by the consolidation of personal choices and values, integrated now into a project of personal and professional life that is more concrete and realistic than the one conceived in adolescence.

In the professional context, it is expected that the young adult is committed to a career and preparing for the job market, or already entering it (Arnett and Tabber, 1993). It is the moment to move from student identity to worker identity, not only because it is inserted but because of the changes that entering the labor market entails

for the young: autonomy, independence, and new ways of relating to others. According to Teixeira (2002) work is a way of entering into society, of being in relation with others and of being socially recognized. Another characteristic that marks the transition from youth to adulthood is leaving the parents' home, whether to live alone, with friends or a spouse. According to Lamas and Rech (1999) this is a rite of passage from development to adulthood, there is also the expectation that the young person will be able to establish stable relations of intimacy and that in the future may unite with someone with whom he affectively shares his life. Erickson (1976) on young adulthood argued that this would be characterized as a conflict involving the quest for intimacy as opposed to isolation.

In summary, it is possible to identify, from the mentioned literature, four major developmental tasks related to initial adulthood that may be part of the experience of university students graduating from a higher education: entry into the labor market, economic independence, leaving the parents' home, establishment of a stable marital union. These tasks are not necessarily experienced at the same time, and while some young people have experienced some of them, others will still be slow to experience them or may not even try all these steps. In any case, these are the transition sets that demarcate and symbolize the set of culturally expected symbolisms that ultimately direct, to a greater or lesser extent, the young adult vine projects.

2.4   The Transition in the perspective of identity change

We understand professional identity according to the definition of Ibarra (1999) as a relatively stable set of beliefs, values, motivations and experiences by which people define them in a professional role. The transition from the university to the labor market imposes several challenges to a young person; one of the greatest is the definition of the construction of a new identity in view of the new role assumed. Several authors have studied the impact of transitions and their influence on the process of identity change of the subjects who have undergone these experiences (Mirvis and Hall, 1994; Backer and Aldrich, 1996; Hall, 1996; Enriquez, 2000; Sennet, 2000; Beck and Beck-Gernsheim,2002; Kallinikos, 2003; Inkson, 2006; Bendassoli, 2007). Although these studies argue the change of identity with subjects who were transitioning from the first to the second job, we take these texts as a reference, because we consider the transitions, actions that require changes of identity.

In the mentioned studies, it was verified that the work is one of the main aspects for the expression and development of the identity in the individuals. According to Cálcena (2012), several studies from the social sciences show that a transition process that is routed inappropriately or contradicting the profession that the subject chose can generate problems in the individual about the perception of who he is. On the other hand, they are unique opportunities for growth and transformation, hence the importance of studying how individuals transit the moment they enter the labor market because this reveal the actions that individuals perform to suit the needs of the labor market and at the same time the establishment of professional well-being.

The transition usually demands from the individual the alteration of an identity to form a new one. Because of this, it generates for most people facing this change, periods of insecurity and anxiety. One of the great motivations for studying the transitions according to Ibarra (2004) is that in the last twenty years there have been a significant number of people who have moved through in their professional careers and often to antagonistic professions and in those studies, there were no reports or discussions about the negative impacts that these transitions caused in the individuals. For the author, a good part of the subjects who experience the transition go through a period of expectations, confusion, loss, insecurity and uncertainties. There are still few scholarly

researches about the impact of transitions on subjects' lives (Ibarra, 2007; Ibarra and Barbeluscu, 2010), especially on how the transition influences the change of identity. According to Cálcena (2012) the number of publications on this subject has multiplied[11].

In the field of sociology, the change of identity is analyzed by Giddens (2002) as a psychic reorganization, however different from past times in which the transition was given by specific rhythms the change of identity was clearly indicated as the exit from adolescence and entry into adult life. Today, this demarcation becomes more complex because the transition and the change of identity is connected to a reflexive process of adaptation to the new demands of the modern world. Studying the change of identity is one of the main concerns of psychology and sociology, from the basic question "who am I" and what my role in the world the two sciences connect, albeit with distinct focuses, the first analyzes the individual in Its subjective, the second study the individual and the influence of the environment and culture on the behaviors and the role that the subject exerts in society and the relations with groups and institutions. According to Cálcena (2012) one of the first researchers to worry about this interrelationship between psychology and sociology was Erickson, creating the theory of symbolic interactionism.

In the psychosocial perspective, identity can be analyzed from the different roles exercised by the subject in his social role or social identity, from personal characteristics through his behavior, personal identity, both acting mutually (Ashforth and Mael, 1989). For Baker and Aldrich (1996) identity has a relevant dimension in career building, Gecas and Burke (1995) identity is seen from a psychosocial perspective in relation to authenticity and self-efficacy. In Ibarra (1999) the identity in the professional aspect is seen as a relatively stable set of attributes, beliefs, values, motivations and experiences by which the individual defines and sees himself. These identities are not static, they are formed throughout the career as a reflection of individual experiences and feedback from colleagues. For Sennet (2000) identity goes beyond a fixed and stable definition, it is a narrative a construction that is woven according to the experiences of the subject, is not fixed or predetermined but is built continuously. In addition to this assertion, Brunner (2004) argues that narratives help individuals make

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[11] This statement can be verified through the following publications: Veloso and Dutra (2010) and Handbook of career theory (Arthur et al., 1989).

sense of their experiences. Thus, identity construction, which has an important meaning in the role of transitions, is the act of forming, correcting, rethinking, revising and constructing concepts, but also of maintaining and strengthening it in search of balance in the face of the various other identities exercised by the individual.

Demazière and Dubar (2006) see identity from two dimensions, relational and biographical. The relational is analyzed from the relation of the individual to the social environment and the biographical is seen according to the narratives of the subject interconnecting their life trajectory with their motivations. For Malvezzi (1998), identity is continuity, a reflexive process constantly challenged by everyday actions that influence future expectations. For the author, the professional identity is build in practice, through the responses that the individual presents to the challenges, established relationships, opinions and changes reveal new skills, knowledge, motivations and feelings. Therefore, when experiencing these challenges, new identities are formed through the operationalization of three variables: the development of new knowledge, the development of actions and motivations for the work and the development of a trajectory directed at the achievements and experiences.

Thus, when we speak of a change of identity and more specifically of the professional concept, we affirm as Ibarra (2004) that transition is a space of questioning, of separation of an old identity in integration with a new one. To change would not only be the exchange of one identity for another, but the result of a process of reflection in which the individual reconfigures his/her self and models himself according to the standards demanded by the new function. Such possibilities are being discovered through action, in the experimentation of new roles, in the interaction of groups of people, finding new models of roles to be exercised, reconstructing the particular narratives to the extent that we tell others.

The identity change is closely involved with transitions because it is a dynamic process that involves the action and the resourcefulness of the subject to deal with the challenges, the identity changes as the subject reacts to the events, receives validation and interprets and incorporates new identities, learning and adjusting your expectations about what you want to become. Thus, the change of identity in transition processes is linked to three fundamental stages, the exploration of the individual of new behaviors (the exploration of possible selves), these new behaviors are tested and put to the

practice (the test of the new identities) and by Last, the establishment of the new identity in which change is consolidated (Ibarra, 2004).

This idea corresponds to Louis (1980) for whom the creation of meaning in transitions is due to the differences and surprises found in the practice of new roles in a reflexive process, testing new identities, is a phase that generates great anxiety and fear, then several aspects of the individual are left behind as he assumes a new identity, but not yet fully inserted into it. Transiting means changing relationships, seeking people who can help the subject grow in the new identity, creating a sense of what happens today, reinterpreting what happened in the past. Louis states that (1980) the interpretation between past and new experiences helps us to make sense of the experiences and choices, we know who we are when analyze from our life histories, the underlying narratives that give meaning, unity and motivation to our lives. In transitions, chaotic changes only make sense to the individual when he manages to connect events with special meaning and narrate them to himself and others in coherent stories about who he is becoming. Third-party feedback on personal narratives has played a key role in Ibarra's transitions, as they help the individual to confirm and validate their experiences, helping him make course adjustments and giving him security to continue on the path.

This step consolidates change and is a basic assumption that guides people's behavior and is related to their deeper personal and professional values. The accumulation of small victories, building relationships with different people and acquiring new skills profoundly change the habits and priorities of individuals and help them redefine their professional identities. This stage correlates with the process of meaning creation in transitions proposed by Louis (1980) in which the creation of meaning in career transitions is due to the differences and surprises found in the new roles. It is a reflexive process in which the individual leaves behind old behaviors, assuming a new identity from the experimentation of new activities.

Changing of identity in periods of transition also means changing relationships, seeking and finding people who can help the individual to grow in the new identity, to create meaning from the interpretations of everyday events connected to each other's life histories. For Luis (1980a) the confrontation between past and new experiences must be used to create meaning in the transition, Ibarra argues that only know who we are through the narratives from that create meaning in our experiences. Another factor

related in some cases of transition (idem) are moments of alertness and distancing. These are unexpected events, but important in the transition, triggering insights that motivate the individual to take action after a long period of paralysis, and detachment refers to a period of distancing from the stress situation, allowing the analysis of old problems in a new perspective. The transitions involve a strong cognitive and emotional load and distancing oneself from the moment means to reflect and to generate actions that stimulate the change, without reflection of the action the transition of identity is not made with success.

Thus, in the psychosocial perspective and according to the presented theories we understand identity as formed from the daily experiences lived by the subject, from the relationship with others and from the feedbacks and recognition that he receives and from the narratives he creates to link with their the experiences to the present and future (Calcena, 2012, Demaziere and Duber, 2006, Ibarra and Barbeluscu, 2010) and changing identity, as a process of questioning and, eventually, separation of a central identity timeless exploring a new one by integrating to the others.

For Louis (1980) in the process of integrating meaning of experiences, the person in transition revises their concepts in the cognitive aspect, in order to interpret and describe the experiences in the new assumed role, so that which was new and unknown, becomes something integrated. For Ibarra (2004) in the transition to identity, the individual actualizes his / her self-concept (mental models that guide his behavior and are related to personal and social values). In Ibarra's studies, it was possible to observe that when their transitions conclude people change the perception of who are. In this process, people changing roles is established in the change of identity from the interpretations that the subject makes of what happened to him.

2.5   Concept of transition from the perspective of entering the labor market

The transition from the profile of the student to the construction of the professional identity of the young requires opportunities offered by the labor market allied to a plane, goals of individual professional growth. Nowadays, the new career models have demanded a lot of responsibility from the individual in the management of

their professional development and career planning, this emphasis demonstrates the need of the individual ally the desire for professional growth together with personal fulfillment. Thus, the study of university exit transitions for entry into the labor market emphasizes the analysis of individual attitudes in the creation of the sense of professional desires and expectations, since more important than analyzing the change itself is analyzing the subjective impact of the transition, that is, how the individual perceives and feels and change, and how it helps him in the construction of his professional profile and in what way these transitions are allied to the subjects' life projects.

Transitions offer a significant challenge to those who set out to achieve them, require the individual to change patterns, behaviors, attitudes, relationships, and routine change, where these roles are usually accompanied by a great deal of confusion, a break from the old routine to a new one Cálcena (2012) defines transition[12] as movements made by individuals where there is a change of the professional role and that demand of him an effort to redefine his professional identity. The transition is a time of doubt, they produce personal and financial costs and affect not only the lives of those who change, but of all those close subjects who invested in their formation. On the other hand, they offer unique opportunities for growth, professional development and self-knowledge of the subject about their future career and career development.

According to Ribeiro (2009), two professional development strategies are essential in career building, defining a life project and coping with transitions. Thus, we can define transitions according to Ibarra (1999) as movements made by individuals where there is a change of role. It is also observed that when we think about transition, that they do not only meet the needs of professional growth, or greater financial gain, but that collaborate to meet individual needs, success in transition is measured by this combination of professional growth in connection with the individual feeling of growth and fulfillment. Schlossberg ET AL (2006) defines transition as an event that requires changing relationships, presupposed routines or roles that demand changes in behavior patterns. It is an ongoing process of learning nourished by everyday challenges, it requires adaptability and self-knowledge, ability to learn to learn, adapting to the

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[12] The author reports on career transitions, however, we find it interesting to put the definition in this aspect as well, since the concept of transition to entry into the labor market generally corresponds to the career transition, ie, periods of confusion in which the subject tries to adapt to a new routine to a new construction of his professional profile.

constant changes of the environment. This fact leads us to emphasize the subjective character of the transition as the results of the individual perceptions about the new experience in the new role and the new situation and that are not easily foreseen. For Louis, the challenge in making a transition is to deal with surprises, that is, the differences between subjective expectations and those created by the unidentified in relation to the new role and reality. The greater the objective differences of the new function, the greater the subjective difficulties of adaptation. Assessing the impact of a work is highly subjective as it reflects the magnitude of change rather than the action of the transition itself. Thus, understanding the change in transition is to understand the actions involved, the context, how much it demands from the subject and the redefinition of some of their behaviors. In this sense, the transition theory tries to understand more than the type of change, is to analyze the psychological impacts, that is to say the sensation that the undivided person seems to be at a crossroads (Ibarra, 2004, p.177).

In Bridges (2009) the transition is a passage followed by three steps: the end of old behaviors when performing certain roles, the neutral zone, in which the person left old habits but is still adapting to a new one and finally the New beginning, in which the transition has already been made, the individual has already adopted the new changes and his cognitive map has been restructured. For Scholessberg et al (2006) the transition is an active process that demands from the individual energy the courage and strategy to face it. In Louis (1980) the transition is the making of sense about the decisions to be made, is to analyze and analyze if those transitions or the changes are in harmony with the desires and goals of life of the subject. Thus, what was strange and new becomes integrated with the cognitive maps thus giving meaning to the changes faced. The result of this is that it will have greater ability to understand, predict and interpret new events generated by the transition.

In Lassance and Gooks (1995) the transition can be situated within the developmental model, with a passage from the exploratory period to the career development, although the authors point out that the very choice of the course still in the university already is an exploratory activity, since demonstrate the initial interests of young people. Also regarding the transition, it can be taken into account that the shortage of job opportunities can be a factor that hinders the elaboration of a professional plan (Neiva, 1993; 1995), even more in the current context in which work

opportunities have been increasingly reduced[13]. According to Neiva (1996) the objective conditions of the work market affect the expectations and projects in relation to the future professional of students at the end of university course. According to Teixeira (2002), the lack of information about courses and immaturity in the first professional choice was documented in some studies such as Lassance, Gokcs and Francisco (1993), Magalhães, Lassance and Gomes (1998) and Prado (1990), immaturity and uncertainty in the choice of course may favor non-linear professional trajectories in relation to the course pursued or return the faculty to undertake another course. However, the studies by Albert and Luzzo (1999), Callegari (2001), Lent, Brown and Hackett (2000) show that self-confidence and the way the individual perceives interpret external factors and position themselves in front of them in a way that will them, or disapprove them is what guarantees success or not in the subjects' transitions.

However, as Teixeira (2002) points out, there is a certain unpredictability as to the near future of young people, since they often present promising plans and futures, but nothing is yet very concrete, since they present the desire and the need to enter the work market and to achieve greater autonomy in financial and personal terms, assuming responsibility for their own lives, however, the moment of transition from university to the labor market represents a moment of anticipation and not of projects, which makes young still feel without reference to their concept of identity: they're no longer students, but they are not yet professionals. It is an identity under construction, emerging from the dialogical relations between lived experiences and those that will still be experienced.

2.6. **The difficulties of transition**

The movement of moving from an established position to another unknown is a complex activity, although such transitions may characterize growth, maturation, the gap of not being yet established in the career carries within itself moments of

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[13] In Brazil, for example, in the first quarter of 2017 the country reached the mark of 13.7% of the unemployed, which is equivalent to 14.2 million people. In three years the number of unemployed more than doubled in the country. And these figures reflect the lack of job opportunities among qualifying young people.

indecision, of the adaptation of new forms of behavior, norms, conducts, reference groups, professional role and relationships with others. For Scholessberg cited by Cálcena (2012) there are four factors that influence the ability of someone to deal with the transition, the support that are the aids provided by close people, family, friends and institutions for the individual in transition. the others are financial reserve, self-confidence and risk tolerance. These factors coupled with the support of close people, tolerance for risk taking, and the ability to deal with the problems encountered during the change and overcome them, demonstrates that transitions can be successful.

Resilience is also a resource in the pass of transitions Scholessberg et al (2006) in an interview to some young people who were going through transitional periods highlighted resilience as a factor of self-knowledge and the importance of knowing their values, life goals and the emotions and how they are affected by the situations arising from the changes. For Ibarra (2004) self-knowledge is an important resource in career transitions, know the goals, career goals, where and in what place do you want to arrive, but only this is not enough for the author the action is needed, because the best way to know is to act and test possibilities, it is in the action that we are getting to know each other, so the best way to make identity changes in transitional periods is to test new skills and new relationships. In addition, by testing these possibilities in practice, it becomes possible to build new networks of rapprochement by approaching new people who help them in change as they create opportunities for them to test their new identities, while providing them with feedback and Emotional support. According to Cálcena (2012) it is common in this process that subjects in transition choose some model of reference, someone who serves as a source of inspiration for change.

As they test these new possibilities in practice, people begin to compare the expectations they have created about the new career and their previous experiences with experience in the current role. In making these comparisons, they assign meanings to the differences, seeking explanations that make sense. After assigning meaning to differences, people review some of their expectations, beliefs, priorities, and concepts that guided their behavior. When this review makes sense to the individual, when he realizes that the change is doing him good and that he is achieving his goals, then the transition begins to consolidate and he changes the perception of who he is. According to Cálcena these are some authors who studied the change of identity in the perspective

of transition (Louis, 1980, Ashforth, 2001, Ibarra, 2004, Scholessberg et al 2006, Bridges, 2009).

Although people carry out the transitions in different ways, it is possible to find a point in common between them, another point is that even if a transition does not walk linearly with the past experiences by the subject of choice professional, nonetheless people use some of your knowledge, skills, and relationships acquired in previous careers even when they move to a new career distinct from the previous career.

After understanding the differences between the new and the old professional role, the subject updates the expectations and beliefs he had regarding the new profession and reviews the values and mental models that guide his behavior. The dashed line indicates that at some point an event internal or external to the individual can generate a change in his or her configuration of values that may again cause a feeling of dissatisfaction with work and will restart the process of transition to a new career. Thus, the transition is a phenomenon that can extend well beyond the moment of completion of the course, and it is still an exploratory and identity-building period for many young people

3

Other concepts

This chapter has the intention to address some theoretical concepts that will be discussed in our thesis, these concepts relate to adult education, skills, training incorporated into the work and work transitions. The objective is to present what has been produced in the area in order to emphasize the importance of this topic today and on the training models that have been discussed by organizational institutions, including UNESCO, OECD and CEDEFOP. Discuss also the concept of competence in education, the meaning of the term itself. Competence and education based on competencies are connected to all relevant elements and aspects of education for a very long period, that seems difficult to prescribe them an attribute of the current trend. On the other hand, competences are today more than ever present in everyday life and work, and thus represent a highly popular concept in the theory and practice of adult education, especially in theoretical analyzes that are used for reflection on the world of work and the world of education. So this chapter deals with adult education and the notion of competences, their basic elements and characteristics.

Keywords: Adult Education – Competences -Transitions

3.1- Adult Education

The adult education begins with the concept of "adulthood", which according to (Knowles Et al. 2008) corresponds to four dimensions: biologic, legal, socialand psychological. These four dimensions are the ones that define the subject as an adult and is taken as a reference for andragogical theory of adult education.

The adulthood can also be seen as the moment of transition from student to the worker identity, not only because for most people the remuneration that the work provides is vital, but also because the work is a way of entering into society, to be in a relationship with others and be socially recognized (Ciampa, 1984; Sverko&Vizek-Vidóvic, 1995).

Thus, adult education emphasizes the role of experience in learning, motivation and guidance to learn. The adult in this perspective is seen as a self-directed feature, that is, someone who will be responsible for his own life and face the obstacles that the same puts for him (Knowles, 2008).

Following this thought, Knowles takes the term Andragogy to differentiate adult education of pedagogy, it is a change of radical, since in its etymological definition, Pedagogy would be the education of children and Andragogy, the study of adult man. Andragogy, according to Knowles is characterized by being an attempt to build an adult education theory anchored on the needs of students, building a theoretical and methodological framework from the following question: what and how do adult learners learn?

These questions served as a guide to Knowles develop the principles of andragogy, taking as reference the Education theorizations as transformative science of John Dewey, knowledge-based in and by experience. The humanistic psychologies of Rogers and some concepts of Behaviorist. Knowles made extensive use of the model of the relations of Rogers, its epistemological approach was based on Rogers' ideas: where the trainer is a facilitator of learning and it becomes significant when it allows the construction of the self as subject and person, especially to study the quality of human relations in the adult learning experiences. For the author the individual demonstrates greater satisfaction to be seen as a process in the construction of learning rather than just a product (Rogers apud Knowles, 2008, p. 65).

Knowles also uses other elements of psychology to understand how adults learn and thereby build a training model that meets the adult learning needs. Thus, he adds other theories of behavioral psychology and cognitive, this mixture helped him encourage students and identify their learning needs.

For Knowles, the adult is the one who guides his learning process, is autonomous, self-sufficient, knows his limitations and seeks to overcome them. Thus, the trainer of adult is not just the person who teaches, but is a facilitator guide of process of the teaching and learning of their students, encouraging them, identifying situations-problems, with learning stimuli, provides suggestions, motivating, encouraging the transfer of knowledge, evaluate the results of learning, creates a favorable environment to receive students and provides constant feedback.

Other theories are studied in the intentionality of the adult learning setting, including the educational concept of Dewey, education through democratization, experience and continuous learning, autonomous and resolution of problems. From Bruner's psychology, Knowles develops the argument that adults should have a mature understanding of themselves, understanding their needs, motivations, interests, abilities and goals. Adults should look at themselves and accept themselves for who they are and at the same time strive to be a better person. Take a proactive attitude towards life, see learning as a continues experience of growth and maturation, applying what they learn in the environment where they live, contributing in human relationships and well-being. Knowles develops a concept of adult education facing the integral formation of the human being, in educating them in their various instances, in their own well-being and towards others in their civic-democratic duty, in their personal and interpersonal skills. This should be the main objective of adult education: form them in their various aspects.

Following this argument, Knowles proposes andragogical model in three dimensions: goals and objectives of learning, individual and situational characteristics and fundamental principles of andragogy. These goals highlight the correspondence of thinking a training connected with the world of work needs.

These principles demonstrate the flexibility of the education of adults posing motivation, experience, commitment and enthusiasm of students as process core. It is a training model developed in various areas whether they are formal, non-formal or informal, for what is considered in this model are the learning needs and for adults, these requirements correspond to directed knowledge to know-how.

3.2- Lifelong Learning and CONFINTEA

We think the educational theory as a democratic process to bring man to self-government and self-determination. Understand it also means situate it within a continuous process of learning, a learn to learn, to prepare the individual for the eventualities of modern life.

It is based on this concept, of fullness of the human condition, of enhancing the knowledge, of believing that the human being follows a path of a learning throughout life (lifelong learning), that we developed this topic, that is, to understand the adult education in an effort to promote the desire to learn during the experience of workers, based on their experience and performance spaces, which helps in building their personal and professionalsidentities and their relationship with work.

According to Anibal (2013), Hinsen (2009), Ireland (2012) and Knoll (2012) much of the path taken about discussions learning throughout life in adult education, comes from the work of international institutions such as UNESCO, OECD and CEDEFOP. And in the specific field of lifelong learning and adult education UNESCO, through the International Conferences on Adult Education (CONFINTEA), was the main instigator of the concept. Each conference establishing policies, discussions and improvements to the area.

There were six CONFINTEAs performed in total, the first in 1949 in Elsinore, in 1960 in Montreal (Canada), in 1972 in Tokyo (Japan), in 1985 was the fourth in Paris (France), in 1997 in Hamburg (Germany), and 2014 in Belém do Pará (Brazil). CONFINTEA is one of the largest conferences on youth and adult education and, in all conferences held, the purpose is to promote policies and actions to improve the quality of adult education worldwide. It was in the conferences that concepts such as lifelong learning,skills, formal, informaland non-formal learning processes were highlighted within adult education.

From these concepts, one that we intend to focus in this chapter refers to the skills in the education of young people and adults which are acquired in various environments of training and that has been quite prominent whether in private adult education policies in the case of companies, or in the International public policy, such as OECD, for example. By competence we understand as, the ability to exercise with aptitude some

task or function and it is this theme that serves as a guide for discussion of the next topic.

3.3- Competences in Adult Education
3.3.1 Competencies - term, components and approaches

During the past few years, the term competence has an important place in the policy and practice of education, various documents, and often occupies the attention of practitioners and researchers in the field of education. What is certainly of great importance is that the question of competence is not surrounded only by "the gate" of education, the expert opinions and the language of science. It is much broader, because competencies are included in the life of nearly all people, carrying with it a series of demands - sometimes standardization and uniformity, and yet sometimes, paradoxically, a great diversity. What is significant, and this time for all those involved in education, is the fact that the concept of competence has permeated education and leaves a trail at all phases of the educational cycle: an examination of educational needs, planning educational activities, programming educational content, implementation education and, finally, its evaluation. As Olesen said - there is "a competence regime emerging" (Olesen, 2013: 153). All these elements of education experience a transformation that places an obligation upon us to critically consider the concept of competence and its role.

In searching for a way to define the concept of competence, we were guided by the opinion that, in order to achieve this, we should primarily focus on the quest for its basic elements or its components. Considering the concept of competence, author Hebrard, in the discussion on the origin and on the term competence itself, tells that "it came from the legal field and was applied primarily to legal proceedings: one court would have jurisdiction over or was competent in judging certain types of conflicts, offences or crimes in a certain geographical area" (Hebrard, 2013: 112). Therefore, competence in this case is synonymous with jurisdiction. Greater similarity with modern understanding of the term competence occurs at the end of the 17th century. This is evident in the work of Reya, who speaks about competence as the ability which is gained based on our knowledge and experience (Ibid: 112). Three terms that are becoming significant in this kind of understanding of competences are skills, knowledge

and experience, but also, they can be viewed as elements of what we nowadays considering as competencies. Remaining in the discussion about the sources of meanings that have changed over time, "the meaning that gained ground from the 1990s combines functionalism and psychology, where the emphasis varies a little between the two and which has been applied in different ways" (Olesen, 2013: 155).

It is not unknown that defining of competence is followed by many difficulties. As it is expected, one can't agree on what competencies are. However, for those talking the language of education, perhaps it is really a good guideline to go to their understanding in the context of difference in relation to the well and clearly established concepts in this area, or to go through the explanations of the various components of competence. In this sense, we agree with Hebrard who believes that "the concept of operationality appears to define competence" (Hebrard, 2013: 114). Through the analysis of some definitions of competence, the same author proposes "the key features of competence(s): the operationality (implementation in real-life situations), the contextualization (within a given context), the composite character (knowledge, skills, behaviors) and finally the need to prove" (Ibidem: 115).

Speaking further in terms of the elements of competence "the concept of competence generally covers the combination of the following attributes:

- The ability to act successfully

- In a complex context

- Through the mobilization of psycho-social prerequisites (cognitive and non cognitive)

- With results related to the requirements of a professional role or personal project" (Olesen, 2013: 155).

From the components that are given by mentioned authors it is possible to identify certain similarities. First, it is the contextualization and the need to define it as one of the main elements in defining competencies. Thus, in the definitions of competence, it happens that nearly always is given the context in which the competencies are applied, or the context in which they can be acquired (the emphasis here is on the fact that they must be put in the function). The question of contextualization in determining of competence is finely illustrated by the words of Hebrard who highlights that "this assumes that the context and the situation where the know-how is put into action are clearly defined" (Hebrard, 2013: 114). Furthermore, one underlines the following

characteristic of competences – it is often seen as composition consisting of multiple things (most often the knowledge, skills and behavior, or cognitive and non-cognitive prerequisites) and almost all definitions of competence in its *genus proximum* contain words such as set of, integrated set of, complex of, composite and similarly.

In addition to how the term competence is complex, partly says the fact that there are different approaches to its definition. Despotovic provides a classification of different approaches in defining competence, which allow us to complement our list of elements that "build" competencies. Aforementioned author discusses the following approaches:

1)   Personal approach,

2)   Technical-professional approach,

3)   Generic approach,

4)   Socio-technical approach,

Starting from the first approach, "competencies are often treated as completely personal (psychological) characteristics that an individual should possess in order to effectively perform certain types of work ..." (Ibid: 134). According to the same author, "the notion of competence is then, according to its meaning, equalized with the concept of professionalism ... In some cases, competence is understood as a composition consisting of highly specialized skills and management skills that, in their basis, have personal characteristics" (Ibid). As can be seen, the key elements of competencies from the perspective of this approach are the personal characteristics and skills.

When it comes to the second approach in defining of competencies, as stated "competencies are often associated with specific and isolated units of work behavior or the performance of specific tasks... Consequently, professional competence is often defined as the ability to perform certain activities within a given job or occupation" (Ibid: 130). Unlike the previous approach, which emphasizes personal characteristics, in this approach in determining competencies importance is given to the already mentioned context or environment in which the competence is performed. The second element here is the ability.

In the generic approach to defining competencies, competencies are seen as "attributes or multifunctional circuits of knowledge, skills and attitudes necessary for all individuals for their self-realization, development, and further learning and which are essential in performing all occupations or groups of occupations..." (Ibidem). As

important components in this definition, one can underline the knowledge, skills and attitudes. This definition is in its components closely related to definition of Hebrard in which "competencies combine and integrate a set of cognitive resources (declarative knowledge and procedural knowledge), socio-affective (attitudes) and sometimes sensory-motor skills, which allow the individual to face certain situations or handle defined tasks (Hebrard, 2013: 115).

In the educational approach, competencies are seen as a "composite of knowledge, skills, and behaviors that reflect certain attitudes and values, i.e. as composition consisting of knowledge, skills, attitudes and values that an individual should develop and adopt, which qualifies him to perform a particular job or occupation" (Despotovic, 2010: 131). This definition, in addition to the aforementioned elements such as knowledge and skills, contains even more complex category - behavior. Also, besides attitudes, here are also mentioned values.

Finally, in socio-technical approach, "professional competences are defined as work roles that are socially defined and agreed upon" (Ibid: 134).

By analyzing the various elements of definitions of competences, even with this small number of definitions, we can say that competencies cover something more than knowledge but also more than skills. It is always a set of knowledge and skills, which is sometimes joined by attitudes, readiness, skills, values, personality traits or behaviors. In addition, competence is often determined by the objective, it should always lead to certain results, products, execution of certain tasks in completely different roles in which we find ourselves (but it seems to be predominantly linked to the professional/work aspect of human life). Also, not only possession but also the proof of possession (even if it is proved only through demonstration) is an important feature of competence. Therefore, only when one has knowledge about something, demonstrates mastery, shows skills to do something, is willing to do it and has an adequate attitude towards doing it, only then we can talk about competence.

This discussion has only provided the basic arguments that can,and should be considered when analyzing competencies. For example, we did not deal with therelationship of certain elements of competences (knowledge, skills, attitudes) with competences themselves, although this could certainly be an interesting research problem. Bearing in mind the fact that the nature of this study does not give the opportunity to consider in detail the different aspects from which we can speak about

the competence (or specified issues), which are of importance to competences in this paper, we have shown current perceptions of competences in the context of the two mentioned countries.

3.3.2 Competences in the Light of Transnational Organizations

We see that the current world has been a constant challenge, we live a historic moment of profound and incessant changes in which learning constitutes an increasing need. Our lifestyle has been switched from the traditional way to meet the multiple daily demands of training and skills. Several spaces are required to live in these new conditions: to study, to work, to have fun and to get along with others. Training of labor market needs to consider these new circumstances, but what would be these new demands for competence or how we define competence?

Based on these questions we develop this topic which deals with the concept of skills policies developed by European Centre for the Development of Vocational Training (CEDEFOP), the Organization for Economic Co-operation and Development (OECD), and United Nations Educational, Scientific, and Cultural Organization (UNESCO). Thus, we intend to discuss the theme using these international bodies as a reference which is of significant influence regarding skills policies globally.

It is important to note that the interest in this issue became more incisive in the 1990s with the statement Jomtien, Thailand (UNESCO, 1990) which advocated quality education for all and the project creation. The OECD Program Definition and Selection of Competencies. Theoretical and Conceptual Foundations (DeSeCo)[14] from this project launched some ideas on essential skills which would prepare the individual to the demands of current and future life. These skills elucidate both the technical skills and the objective of contributing to the individuals' lives, preparing them for the challenges of adult life.

> These values imply both that individuals should be able to achieve their potential and that they should respect others and contribute to producing an equitable society. This complementarity of individual and collective goals needs to be reflected in a framework of competencies that acknowledges both individuals' autonomous development and their interaction with others. (OECD, 2005: 7)

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[14] About more information of the project, see:
http://www.oecd.org/edu/skills-beyondschool/definitionandselectionofcompetenciesdeseco.htm

The UNESCO also supports the training of adults to develop skills connected with the world of work and the demands of modern life. In the National Conference on Adult Education (CONFINTEA), the main goal was characterized as promoting the lifelong education in various areas of training; formal, non-formal and informal, by providing individuals with necessary skills that support them in the labour market (UNESCO, 2014).

For the OECD (OECD, 2012), the theme helps countries to understand how best to invest in skills training to transform lives and boost the economy. Provides a discussion that reflects the best policies to qualify youth and adults, prepare them for the labor market and offer the best employment opportunities and professional growth. The focus on the concept is useful since it picks the preparation of young people not only for adult life but also for the labour market and that would lead to the growth of the economy throughout providing better opportunities.

In this context, the OECD (Ibid.) defines competence as a group of skills, such as knowledge, attributes, and capabilities that can be learned and which enable individuals to carry out a successful job so that subsequently this task can be built or expanded through a new or continuous learning. Competence usually used to refer to a level of performance, in the sense of accuracy and speed in performing particular tasks (skilled performance) (OECD, 2005). It is a way "of goal-directed, well-organized behavior that is acquired through practice and carried out with an economy effort" (CEDEFOP, 2006: 7). Alternative, interpretative approaches, derived from phenomenology, recognize competence not as a duality but as a worker and work forming one entity through the experience of work (CEDEFOP, 2006).

The level of competence is a characteristic not only of a person but also of a context. It is also interesting to note that for an impact on training focused about competence in adult learning, would be good have a balance between what the subjects learn versus what they accomplish, making learning more meaningful.

The development of competence training policies to know how individuals are motivated to associate continuous learning positively with their work encouraging them to obtain functional competences adopt new technologies and create new ideas and attitudes. Moreover, it assists them in behavioural skills through the exchange of experiences, understandings and in their relationship with the working group. In this

sense, it is the policy which aimed at the improvement of the subject and its relation with what an individual produces (the smartest action of his work).

Another focus on competence discussed by the OECD are the socio-emotional skills (OECD, 2015). The socio-emotional skills also known as non-cognitive skills are personal qualities or character skills that help the individual to achieve work or personal goals and improve his relationships with others. In other words, these kinds of skills are required in various situations of everyday life, inside or outside the workplace, that develop gradually through the benefits of previous and current experiences of learning. The socio-emotional skills play a vital role in the management of the emotions in the way to deal with frustrations, losses, social coexistence rules and demonstration of feelings be they positive or negative.

The focus on competence needs corresponds to the current demand of the market, which has emphasized quite in cognitive skills. That means it should be creative skills to answer a problem, an unusual situation in different ways 'thinks differently' in the sense to be proactive. The current market demands have emphasized creativity, to create new ideas and optimize resources and time. For example, the competency needs are changing because the ways of working are also undergoing changes, with fewer routine jobs. The professional life has been similar to projects of production, group work, network, and we are in a constant process of learning, in which actions are taken and combined. Hence, the development of learning skills to work and get along with others, the exchange of knowledge and emerging dialogues and ideas, generating skills, attitudes and new ways of dealing with work (OCDE, 2012: 84).

Therefore, the importance of skills discussion is reasonable, because they are not linked only to the know-how, but also correspond to the self-knowledge competencies (emotional intelligence) and social skills (knowing how to live with others).

Comprehend skills also resemble the Four C: creativity, critical, communication and collaboration (OECD, 2012). These four sets are essential in the absorption of knowledge and job performance. Another important aspect is to go beyond formal training to provide the young training incorporated into the work, resulting mainly from informal education, allowing them to develop skills by what he produces and does. Promotes behavioural competence and make them more aware of how labour markets work. Learning opportunities in the workplace are also a direct expression employers' needs, which offer possibilities in areas where they lack the adequate skills (Ibid: 31).

Thus, we understand that as well as learning is permanent, the skills acquisition process also runs through this continuity. Competence is an act of becoming, and its policies have a role to connect the current social demands of the labour market and think about the possible measures to insert the individual in that market.

3.4- Training Incorporated into the Work

In this topic we intend to analyze the light of training theory incorporated in work, learning processes that contribute to the development of skills connected with the workers' know-how, so that we assume that the situations that arise in everyday life can be an important vehicle for the development of learning and construction of professional identity processes.

3.4.1 About Public Training Policies Incorporated into the Work

According to the European Commission (2013), the potential of learning in the workplace are two crucial aspects: the worker's motivation to learn and learning opportunities, and exchange of experiences that a company can offer to its staff. Learning in the workplace needs to be viewed from a different aspect in relation to formal education because in this environment, informal and non-formal education has a major impact on thelearning of workers.

The learning potential of development policies in the workplace act on five values that increase employability: job content, career development, benefits, sense of belonging to the local culture and learning in loco.

The content of the learning in the workplace correspond the work as a primary source of learning and the diversity of duties and functions that compete in their environment, job rotation, duties, new functions, troubleshooting feedback with colleagues, exchange information.

Career perspectives correspond to the policies of the social security firm, professional development and distribution of equitable opportunities for new learning, employee involvement in making the company's transparency policy.

Membership: the culture of the workplace is an important factor contributing to the professional and personal growth. understood as the possibility of sharing goals

within the organization, the individual feels belonging to the company, find meanings of what it produces and the environment to which is employed.

The benefits relate to working conditions, time, rhythms having the possibility to combine work with social life, time with family, hobbies etc. Equal opportunities regardless of genre, race, age or social or cultural differences.

Thus, the potential for learning in the workplace correspond not only to the way the subject handles work, but also to the policies of the institution in generate knowledge in connection to the practice of its dependents in the offer of innovation and growth of job, in the creation of actions that develop in the subject the feeling of belonging to that place, of being a way of innovation and growth.

Thus, we can understand the learning potential in the workplace from the perspective of the company promoting collective changes, that leads to a social mobilization and participation of workers. Knowing the company's strategy and how it relates to the formation is essential to understand the strategies of the company and the commitment of the same to growth policies and innovation of their dependents. Being committed in an overall strategy of development and social commitment, the training will be, in this perspective, a problem-solving policy, of worker participation, of promoting employability, individual performance and social mobilization (Lima, 2005).

In the structure of management of learning in the workplace, we note that such training requires more from the companies in training policies and actions to encourage self-directed learning, for example, training through participation in rich production processes in content assimilated knowledge with what works. Doing this structure means to increase the concious of intentional management of formation processes which generates learning, therefore, the knowledge of both is essential. And it also depends on the type of policy the company adopts. In the words of Bernardes (2008)

> Knowing the strategies of the company and how it relates to training is critical to understand whether it is a result of the company's strategy or confined to specific needs. When integrated into the overall development strategy of the company, training is presented with plans, programs with a budget and must have defined an evaluation system. If the training aligned with the company's strategy is desired and expected to meet the resolution of problems or even its anticipation, the training function must be immersed in their own work processes, for that top managers have to ensure all support and help in a way that training is carried out in all its fullness, throughout the organization.

The potential for workplace learning depends also on the time given to the worker so that he can reflect on what he did / generated, which creates innovation. According to Elkjaer quoted by Antonello (2006) argues that the mere participation in practice, the action does not create learning. A person becomes able to learn when he is able to reflect on their actions.

According to Eraut (2000), learning derives from activities that are not clearly specified or planned, such as changes in demand for labor, quality improvements in productivity, adapt to change and ways of relations with other colleagues. For the author, this can be described as learning by experience.

3.5 Work Transitions

According to Louis, the transition period can be considered as a period when the individual is changing roles. The transition process occurs mainly because "there is a shift towards highly individualized and flexible careers, which are less predictable, less collectively, less determined, less stable and less orderly" (Barabash, 2014)

Faced with increasingly unstable markets and career paths traversing also by these disruptions, the transition becomes, therefore, an interesting and still recent theme in adult education.

The greater the transitions experienced in the history of the subject, the greater the need to understand how these transitions are managed successfully and the future expectations and professional well-being the individual desires.

Another point to consider according to Barabasch (Ibid.), is that statistics are available on the mobility of work within countries, however, there is little information about individual perceptions about the transition, that is, what factors drove this transition, what were the values, attitudes, consideration of risks, the influence of family or colleagues. What would be the motivation that led transition and why does it occur?

Thus we see the transition as a complex process of decision-making between the experiments, the transit possibilities and the desire to get somewhere. Transitions besides being a period in which the change occurs, is also seen as an autobiographical learning process (Hallqvist & Hydén, 2014; CEDEFOP 2014). "This concept means that during the transition, people not only learn new job search competences but also learn

new ways of understanding their own lives and their relationships with work and the labor market" (Hallqvist & Hyden, 2014: 204).

This concept implies to say that the transitions correspond to a period of construction of the professional identity of the individual and a better understanding of themselves identifying their desires and future motivations. Thus, the transition is the result of a reflex action and this action has a central role in job transitions, it directly influences in changing attitudes or not of profession.

These are narratives that provide a way to understand the perspectives that individuals develop about work, study Barabasch (2014) demonstrated that individuals do not have a history of linear life and every step performed follows a logical line of career development.

The transition also corresponds to the understanding of ways that people have on their work, as they change with the passage of time, thus, the transition seeks to understand the perceptions of individuals on their work after a period of time and as they think the transition occurred in negative and / or positive terms.

In the article Narrative about labor market transitions (Cort & Thomsen, 2014) we see how the transitions in the labor market are experienced by the individual, and throughout the article the authors demonstrate that the transition is a valuable learning experience in which are taken careers decisions.

Changes in employment within or outside the labor market are becoming more frequent, so conceptualize these transitional experiences is important to know the current concept of professionalism, to understand the expectations of young people about work and from these insights think about policies that help and provide support in these transitional periods.

Transitions are complex periods, laden with meanings, emotional or professional satisfaction or frustration with his career. It is a period in which one takes the decision to leave an environment which is familiar to another still unknown, but objectified to get somewhere. It is this range of changes, transitions, desires, future expectations that young people intend to search in order to find answers on the current expectations of professional welfare that young people want and can develop policies to help these transitions with purpose that they build their professional identity.

For Cort and Thomnsen (Ibid.) The process of work transition is a condition that is not only externally imposed on people, but also part of an internal search for the

construction of meaning in a life of work and progress in career or beginning of a new job.

Another interesting point to highlight is that these transitions tell us a lot about the formation incorporated into the work. Although it is still a new concept, its discussion becomes important because the current society presents on unstable markets and integration difficulties in the labor market. Thus, it is interesting to think about public policies for the monitoring and guidance of individuals in this transitional period helping to pose themselves again in the labor market and also understand the meanings linked to these transitions.

4

The Transition in the Perspective of Recently Graduated Youth

This chapter aims to present the narratives of interviews given by 15 recently graduated young people, in ages between 20 and 30 years old in an institution of higher and technical education located in the city of João Pessoa, Northeast area of Brazil. The interviews performed were semi-structured and had a total of 20 questions, from the questions asked the main focus was to collect the perceptions of the youth about the moment they were living of ending of the course in period of transition to enter the labor market and to understand as well the degree of satisfaction with the course, the expectations in relation to the labor market, life projects and building of the professional profile from the 15 young people interviewed, five were from the chemistry course, for from environmental management, three from industrial automation, one from administration, one from electrical engineering and one from building construction.

The answers will be analyzed according to the following categories: Transition; Search for job; Transition; Brazil and youth, Employability and finally transition, university and job market.

Keywords: Transition – Employability – Data Analysis

4.1.   Transitions and Employability

One of the main problems that the new graduates encounter when they enter the labor market is precisely the difficulty in finding job opportunities equivalent to the profession chosen and invested during the years of university training. Conquering a working space in the face of the current context and the restrictions of vacancies has demonstrated that the conquest of spaces in the labor market today corresponds to values that go beyond a university degree, corresponding to a set of personal characteristics, competence and a network of relationships that helps the young people in insertion within the market and job opportunities.

Following this argument, it becomes common the testimony of students who see a discrepancy between academic theory and the professional world (Lassance e Gocs, 1995). Despite the difficulties, it is still possible to find students who can successfully transition between leaving university and entering the job market, demonstrating that a good transition beyond the diploma also depends on the degree of commitment of the individual to the profession chosen. This degree of commitment corresponds to the expectations created by the student in the chosen course, in the involvement and attitudes taken to face the transitions (Teixeira, 2002). What is involved in the transition does not refer only to vocational training or job placement, for many young people this is a much broader moment, symbolizing a movement towards family independence and adulthood.

The conclusion of the university course sums up the reflection of the choices made, the experiences lived up to now and those that are to come, whether in professional or personal terms. It is a period in which the personal identity is transformed, because new roles have to be assumed and it is necessary to adapt the new situations. At this point, some may find themselves satisfied and confident about the chosen profession, while for others it is still a time of uncertainty and insecurity, since this is a time when professional identity is not formed. It is only when they enter the world of work that young people will test their expectations and feelings about professionalism and career building, which will require their efforts to establish themselves in the profession (if their experience is positive) or to seek other work alternatives (if this is negative).

Knowing from the narratives of young people what they think about the job market, profession, construction of the professional profile is fundamental to understand the characteristics of the transitions and the impacts that they promote in young people. This is also an important time to guide young people in building a professional identity, helping them to find good opportunities in the job market, thus managing successful transitions. Knowing the expectations and impressions of the young people about the job market, insertion in the professional world is essential so that you can guide them in a more efficient way in this moment of transition and in the development of their careers. We define transition as the exit from the university to enter the labor market and to further deepen the concept and discuss it in a systematic way.

To Cardoso (2008) the current concept of transition between university and insertion in the job market goes through a break down of Fordist patterns which characterized this moment as a linearity, the events of transition being the entry in the job, or the entry to adulthood is defined by events typical of a Fordist pattern, entry in university, finishing the course, entry in the job market, marriage. With the crises in this pattern and the increasing industrialization and urbanization, as well as a greater number of people qualified to the job market, we see nowadays crises in these patterns.

Thus, when we asked how they felt when they finished university, they answered that they were satisfied that they had finished the course, from one of them we heard 'I feel normal, only with an upper course', T. 30 years, Environmental Management. Thus, for Cardoso (op.cit.) The developmental pattern of school and work transition is developed in three ways, the late entry of young people into the labor market; unemployment at the beginning of the trajectories and the increase of the competition in the workplaces .. then, it is possible to analyze that currently the institution has a central role in inserting the young person in the labor market, in contrast, we have a labor market that cannot absorb the demand of the number of young people that today receive a diploma of higher education. Such information can be seen in the answers obtained, when we ask young people how they see the job market in the area they chose,

'It's like this ... people say… it's easy and it's not easy, the job market is not easy at all (...). I think it is not easy, especially in today's world with these various government reforms that want to privatize everything there, I think that this is not good, not the job market, if you pass a contest is good. L, 22 years old, degree in Chemistry

L's response was similar to that of his colleagues in the same undergraduate degree in chemistry, as we can see:

'The market is outdated' R, 27, Degree in Chemistry

'Labor market has a lot of space for teachers this is undeniable, but with respect to remuneration the job market is horrible' I, 24 years, Degree in Chemistry

'It sucks, it's really bad now, since the competition for a teacher in my area is bad' M. 28 years, Degree in Chemistry

'Working as an electrical engineer is not easy ... there are not many opportunities and private companies, when they are hiring, is through outsourced companies, to work as an analyst who does not receive the engineer's salary and puts you to work in a thing that you've never seen it and you have to know how to do it '. T, 30 years, Electrical Engineering

However, the students of the Industrial Automation courses can find several answers:

"It is a market that is growing very often and with a lot of opportunity, I resigned from my company in the moment of crisis and everyone said" You are crazy "and I said " No ", regardless of crisis, to get out of the crisis, companies invest , understand! So, if you empower yourself and you know the right time to change roles and know what you need for that company, then that's fine. So, the job market is good, so in the area of automation itself is not in crisis, you just have to be a qualified professional. 'H, 25 years old, industrial automation.

'It's an area that has a market yes, but I decided to leave in this moment, because I am opening my own business, I decided to become an entrepreneur' A. 25 years, Industrial Automation

In the study by Calcena (2012), it says that today there are new ways of thinking the relationship between employee and employer and people are increasingly assuming responsibility for the career, rather than depending on the company or another body to determine their professional future, this information is notorious in the two statements above H and A. Another factor, also becomes relevant in relation to the choice of the majority of the young people to the public contest for Santos (et.al., 2015) when choosing the private sector the young deals with uncertain fields in relation to their profession, thus, when opting to enter the public career, the possibility of financial security becomes greater than in relation to the private sector, such speech is also

noticed not only in the course of chemistry, but also of the participants from the course of administration, environmental management and electrical engineering:

'I would like to work in the public sector, through a competition' T., 30 years, Environmental Management

'I intend to make public contest and to make academic career' A.30, Environmental Management

'I intend to make public contest' J., 23 years, Environmental management

'Initially by public contest' T, 30 years, Electrical Engineering

In the study by Calcena (2012), says that today there are new ways of thinking the relationship between employee and employer and people are increasingly assuming responsibility for the career, rather than depending on the company or another body to determine their professional future, this information is notorious in the two statements above H and A. Another factor, also becomes relevant in relation to the choice of the majority of the young people to the public contest for Santos (et.al., 2015) when choosing the private sector the young deals with uncertain fields in relation to their profession, thus, when opting to enter the public career, the possibility of financial security becomes greater than in relation to the private sector, such speech is also noticed not only in the course of chemistry, but also of the participants from the course of administration, environmental management and electrical engineering.

4.2. Transition, university and work market: The concept of employability

According to the 2015 implementation report that reaffirms the commitment of the countries that signed the Bologna Agreement in 1998 (European Commission: 2015), statistic data show that tertiary education promotes better employment prospects among young people. The increase in the number of young people in higher education also demands an effort in actions that enable the young person to finish the course. It is important for the university and for the country itself to have a growing number of young people entering higher education, but it is important that the young person completes this course and is able to enter the job market.

The increase in youth participation in tertiary education reveals an increase in the levels of qualification to the labor market and growth of economy, however such growth rates must be equated between the number of young people entering in tertiary education and those who finish this course, if there is a very large discrepancy in this balance, then something needs to be re-evaluated and rethought to understand the variables of dropouts among young people. Thus, raising higher education attainment requires a dual focus on increasing participation (input) and improving completion rates (output) (Idem: 170).

Yet, according to the European Commission (Idem: 170-171), the failure to complete higher education can be influenced by a diversity of factors, both institution and student. In individual questions, the wrong choice, financial difficulties or follow-up of the course, lack of motivation and family, personal problems etc. At the institutional level, the variables could be the inability to meet the needs of an increasingly heterogeneous student population. First-year students - particularly first-year students from underrepresented groups - are the most vulnerable to dropping out if their early experiences and skills development are not given enough attention. In addition to these factors, labor market "attraction" may also produce early deviations from tertiary education to some extent. In this context, higher education institutions not only need to ensure that they have a growing number of students, but also that students complete their studies, so the university also participates in the concept of employability, as it forms the skills and abilities for the young to enter in the labor market, but the term employability is not restricted to just getting a job or being fit for a job, the concept is broad and refers to a range of meanings.

For Yorke (2006), employability can be seen as a set of skills and professional aptitudes related to the profession, but also a set of personal skills, critical thinking, reasoning, problem-solving ability. The term employability is almost directly related to the aggregation of value about to what is produced. Employability within the concept of the Bologna process is understood as obtaining a job initially meaningful and in accordance with the course chosen, be independent and able to move within the job market. In this way, higher education has an important role in providing its students with practical skills of knowledge and skills required by the labor market and that make the young person employable "and to ensure that they have more opportunities to maintain or renew those skills and their working lives' (Idem: 182). The word

employability also differs from the word employment, although they are similar, the etymology addresses some differences: the skills that young people acquire in their higher education qualifies the young person for a specific job function and that he / she can be employed, , but, this fact does not guarantee that the young person stays in the job, since to remain employed requires factors that go beyond the capacity of practical skills to work, the abilities that facilitate or enable the young person to stay within the market of this work is called employability. This clear definition demonstrates that there are some aspects that diverge and that some factors make it possible for the young person to become employable, among these factors we can cite "general state of the economy on the one hand, and their individual characteristics (such as their age, gender, ethnicity or social class) on the other. Regarding this last set of factors, 'non-traditional' learners are at a disadvantage in the graduate labor market (ibid.). Labor market information can also be used by higher education institutions when they aim to respond to labor market needs.

Thus, about employment and the factors that young people considered important to obtain a place in the labor market, we can see some answers that refer to the concept of employability and the ability to always be learning as one of the main factors:

'Qualification is important' T, 30 years, 'Electrical engineering

'You want to work in this area' T, 30 years, environmental management

'I think the important factors that we have to see, first is if there is a need for that professional in the job market, where he can act' A., 30 years, Environmental Management

'Choosing the right course, enjoying what you do, not accommodating in the function, especially in regard to the search for new knowledge and (...) career plan' A., 25 years, Industrial Automation

'You must have the knowledge, the skill and the attitude as many times you are hired for a company, but you do not have that knowledge in general, I'll take it for me when I was hired as a trainee I had no idea of what it was a life insurance. So, I started to get the knowledge and through the knowledge get the skill of that, how to handle things, how best to act in that workplace and have the attitude, because it doesn't matter if you have the knowledge, if you have the skill and don't put into practice because you will limit yourself a lot. 'C., 24 years, administration

Stephenson's (1998) words point beyond employability at the moment of graduation towards employability in the context of lifelong learning (a point that is implicit in all the definitions of employability discussed above). Though contemporary attention is focused on the transition between higher education and employment, it is important to remember that – as RSPCA stickers in the rear windows of cars provide reminders in respect of pets –employability, for most people, is for life. The concept of transition and employability is also related to safety in relation to the chosen course, so some universities or national programs offer counseling cases to help young people in their professional choice, one of these cases is the Netherlands in which "new students can have a study choice with their institutions before the start of the first academic year. In Switzerland, some higher education institutions offer online self-assessment surveys helping prospective students to identify whether their expectations and skills match the requirements of a study program. " Several indicators can describe graduates' transition from education to work. Section graduates' labor market situation in EHEA countries based on unemployment ratios, income levels, as well as qualification mismatch. These latter two serve the indicators for job quality (the 'meaningfulness' of a job).

Employability can be also defined as, in Yorke's (2004) words, how to successfully pursue professional choices, acquire skills and abilities that are expanded throughout the profession, which are influenced by life histories and experiences, ie individual to individual. Employability is not only about having or getting a job, it requires the individual's professional and personal skills to remain employed and be open to new knowledge in the face of a world that is constantly in motion, so it is also a reflexive process and the university has a fundamental role in this process, especially with its participants, and because it is an institution that intends to form professional skills that respond to the needs of the labor market. The need for cooperation between universities, employers and students, especially in the development of study and assessment programs combining cross-cutting skills and up-to-date specific knowledge, enables them to "contribute to the broader needs of society and the labor market. "Another factor relates to the safety of the course chosen, in this sense, some countries such as the Netherlands and Switzerland offer assessment with questionnaires and guidelines that help the young person in choosing the course before joining the university (Cf. European Commission, 2015). However, as the last questionnaire raised by the European Commission (2015) points out, young people with high levels of

qualifications find it difficult to get jobs, among these cases we can mention the case of Moldova, Macedonia and Albania, according to the chart is notorious realize that qualified people do not always get jobs related to their area of work and that people with middle levels are more likely to be employed, as we can see in the chart below:

Figure 6.17: Unemployment ratio of tertiary education graduates aged 20-34, by the number of years since graduation (%), 2013
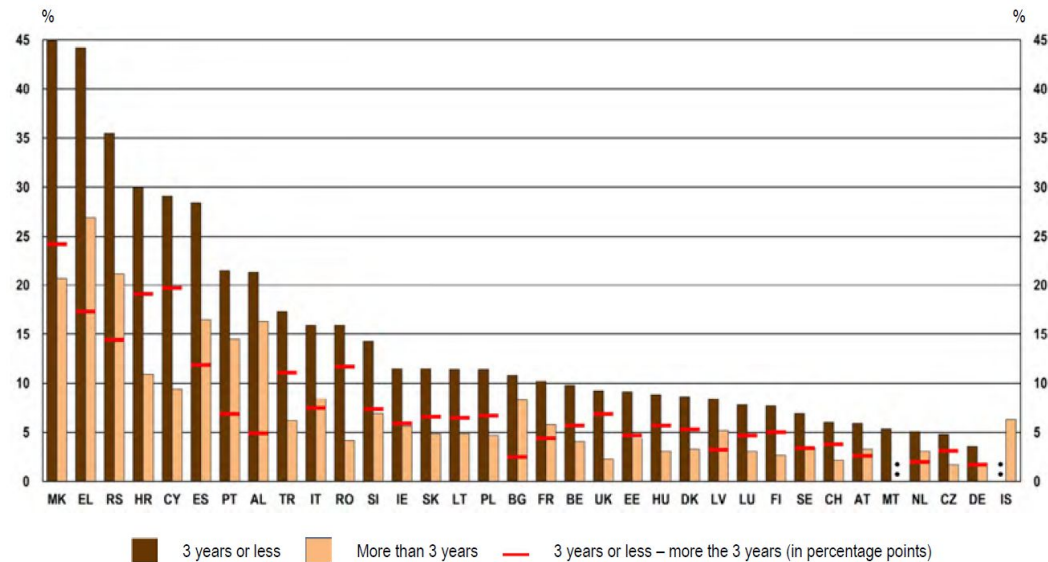

Figure 1: Unemployment ratio of tertiary education (European Commission, 2015:188)

Thus, higher levels of education go hand in hand with higher levels of unemployment. Among these countries, there are systems with relatively low overall unemployment. low levels of educational inequality (e.g. Moldova) and systems with relatively high levels of unemployment combined with a high level of inequality in favor of the less skilled. This is possible to perceive in the statements that we collect,

'because a lot of people are graduated and sometimes they do not find a job in their area then they will do anything, I already knew of this possibility, I've already put several CV's, I don't even put the upper course in my CV I put only high school to try to enter that job '. M, 30 years old, Building Construction.

'I'm working in a design area, but I'm not hired as a designer. I'm not receiving what I should get, so it's kind of complicated because I should earn a lot more, because I have a degree.' 21 years, Interior Design

This fact demonstrates that university plays an important role in building young people's skills for employment, however, the opportunities for employment and

employability are also conditioned by the opportunities that each country offers to youth, factors such as age, gender and type of course chosen has a direct influence on the employment opportunities that the young person encounters when leaving university. Thus, in a summary way we can understand employability in the view of authors as:

Stephenson (1998)	Capable people have confidence in their ability to 1.take effective and appropriate action, 2.explain what they are seeking to achieve, 3.live and work effectively with others, and 4.continue to learn from their experiences, both as individuals and in association with others, in a diverse and changing society. [. . .] Stephenson (1998): Capable people have confidence in their ability to 1.take effective and appropriate action, 2.explain what they are seeking to achieve, 3.live and work effectively with others, and 4.continue to learn from their experiences, both as individuals and in association with others, in a diverse and changing society. [. . .]
Yorke (2006)	One of many definitions of employability is: 'A set of skills, knowledge and personal attributes that make an individual more likely to secure and be successful in their chosen occupation(s) to the benefit of themselves, the workforce, the community and the economy.'
Yorke and Knight (2006)	The word employability encompasses much more than key competencies. Covers academic and practical intelligence. Employability and good learning go hand in hand. Employability can be enhanced through personal development planning.

In general, employability can be understood as: self-management, of others, of information and tasks. In the figure bellow, it is possible to analyze the key points that permeate the meaning of employability.
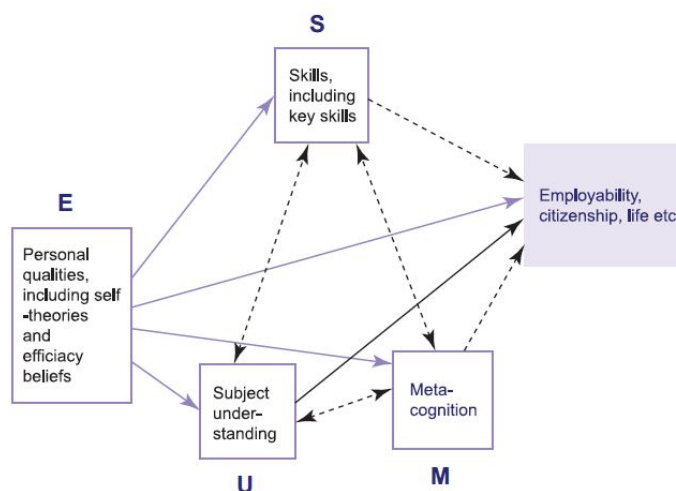
Figura 2: Concept of employability (Yorke, M. and Knight, 2006:5)

Knowing what and knowing as they are aspects related to the subject, besides personal qualities, emotional intelligence, autonomy, self-confidence, adaptability, reflection and motivation to learn. Basic skills in creativity, listening, clarity of ideas and expression, and processing skills such as planning, understanding, problem solving and others, these factors relate to each other and refer to what we mean by employability.

4.3 Brazil: Demographic Aspects

The concept of transition has a close connection with the geographical, social and cultural aspects to which the young person belongs. Understanding the Brazilian context of insertion in work and the opportunities offered to its young people is important to analyze and compare the perspective of the concept of transition in the country. In view

of these affirmations, we show in the graphic bellow some informations on demographic data and the number of young people with higher education or professional training in Brazil.

Some Informations	**Brazil* (**)**
Social, economic and demographic characteristics	
Land area	8,515,767 km^2
Population (in millions)	204.5
Human development index / rank	0.755 / rank in world: 75
Employment to population ratio	65.6 % (ages 15 and older)
Gross national income (GNI) per capita (2011 PPP$)	15,175
Expected years of schooling	15.2 years
Number of young people (15 to 29 years)	51.3millions
Number of young people with vocational education	3.4 (2.2%)
Number of young people with university education	14%
Overall picture on adult learning and education (ALE)	
Existing Law on ALE (yes/no) / year	Yes, for youth and adult education / since 1988
Areas of education and learning defined by law on ALE	Primary education, and secondary education
Target groups, defined	Persons with no

according to a legislative framework	continuity in education at the right age
Main focus in ALE according to legislative framework	Adult literacy (compensatory education)
Adult illiteracy rate (ages 15 and older)	8.3 %
Public expenditure on education (% of GDP) / on ALE	0.3/ no data (financing from the budget for basic education)
Recognition of prior learning (RPL) (yes/no) / current status	Yes / National Exam for Certification of Competences of Youngsters and Adults (ENCCEJA)
"Adult learning and education" in native language	Aprendizagem de adultos e educação (Portuguese)
Best known author in the field of ALE / contribution	Paulo Freire / creator of concept of Critical Pedagogy
Transnational organisations with most influence on ALE	UNESCO
Towards professionalisation in adult learning and education (ALE)	
Formal education for adult educators (yes/no) / title / durration / level	Yes, partial / Some universities offer specialisation in ALE
Training for adult educators (yes/no) / organizators / type	Yes, partial / Trough the initiative of

	Ministry of Education / courses
Defined competences for adult educators (yes/no) / explanation	Yes / Recent efforts towards guidance for young and adult educator profile
Professional association of adult educators (yes/no) / explanation	No / But there are efforts toward professionalisation
Social control of entering profession (yes/no) / explanation	No / Adult educators come from different fields and there is still no regulations regarding their qualification
Professional ethics (yes/no) / explanation	No / But there are efforts toward professionalisation
Public recognition (yes/no) / explanation	No / Adult educators come from different fields

The above table shows that in Brazil the proportion of the young population that is inserted in a higher or vocational course is still small, and consequently it influences how the transitions are experienced by each young person. According to (Tartuce, 2007, Cardoso, 2008, Teixeira, 2001) in the Brazilian case there are certain peculiarities in relation to the concept of transition, being partly seen as re-insertions, since the young person before even finishing his university course already participated of some work

activity, even if it is not in the area of vocational training the work in this case would not delimit the condition of transition between youth and adulthood nor even the concept of transition between university and labor market.

4.4. Transition and youth[15]

The concept of youth is wide, and several aspects can be studied within this thematic, however the concept of youth to which we refer is based on the process of entering the job market and the building of the professional profile. According to the European Commission (2012) the transition is influenced by the social and geographical conditions in which the young person is inserted. For Cardoso (2008), unemployment and transitions also become interesting because they demonstrate the social spaces where aspirations, opportunities for life and personal identities are shaped and negotiated. Still in a sociological aspect Elias (1994) affirms that in all these questions, the important thing is not what such a person can think. Rich or daring an individual's imagination, it can never depart much from the contemporary pattern of thought of its time. such an idea is reaffirmed in Geertz (1978) because when one studies life-cycle models it is important not to disparage culture, understood as a symbolic system of meanings shared by members of a society.

Thus, in the last few years we have seen a decline in traditional models of transition in Brazil, strongly influenced by the Fordist model and that happened almost mechanically (university-work-family). However, the contemporary world, the crisis of the Fordist model and youth unemployment have retarded the trajectories of young people, pushing employment ever more late in the life of individuals and weakening the coincidence between adulthood and financier independence.

In Brazil, public policies for youth had great changes since the 1990s, the focus was based on two concepts: insertion of young people excluded from the labor market and qualification. Thus, the public policies focused on postponing the entry of young

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[15] The concept of youth is wide, and several aspects can be studied within this thematic, however the concept of youth to which we refer is based on the process of entering the job market and the building of the professional profile.

people into the workforce and reforming school and vocational training (Clemente apud Tartuce, 2007).

Thus, efforts are being made in Brazil to create professional courses and expand the universities in order to qualify the individual before entering the job market. This approach allowed public policies to "look" at youth as a social category and to give "meaning" to school-work transitions, which began to have a particular vision beginning in the 1990s. Rather, the focus on qualification it was done 'at work' instead of 'for' work, however, when we speak in transition and here lies the specificity of the Brazilian context is that, in the case of transition from school to work, the spheres between school and work is experienced almost simultaneously. For Tartuce (op.cit.) The youngsters of whom the majority would only be expected to study and sequentially prepare to enter the labor market, this is not a case of insertion or first transition, but necessarily of successive re-insertions, could be or not, in linearity with the course or the professional training studied by the young), thus, in the words of Guimarães: the centrality of work for the young (in popular speech) does not come mainly from its ethical meaning (in the sense of working initially with what he wants or in a linear way with the formation studied), but it results from his urgency as a problem, that is, the meaning of the work would be rather that of a demand to satisfy than a value to be cultivated, in other words, is precisely by its lack, by the unemployment that the same stands out. Thus, in the Brazilian context, the transition occurs in a relatively early field, as an alternative to a restricted field of possibilities. On the other hand, the increasing permanence of young people in school, along with the crisis in the world of work, makes the moment of entry into the first job recedes somewhat, thus, school massification and transformations in the sphere of work make the transition a social and educational problem. Youth, seen as a transitory stage of life, implies linearity, a direction to a project, a place in the future. However, in the context characterized by the lengthening of schooling, the precariousness of labor relations and unemployment, it has hindered the transitions and the postponement of exit of the young people of the house of the parents[16].

According to Tartuce (op.cit.), Transition periods from youth to adulthood and insertion into the labor market are characterized by a diversity of events characterized by fluidity and disorganization of passages from one stage to another, which to certain

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[16] One of the factors that marks the transition of youth

young people it's would be a more uncertainty about the future. Thus, the concept of transition in Brazil is highly emblematic, since for some authors such as Galland (1996) and Lagree (1998), the transition can not be understood only as insertion in the labor market but implies other factors in terms of professional behavior, family relations, social and cultural aspects, such as leaving the home of the parents, independence, autonomy, all these factors linked to the process of insertion in the labor market are also aspects linked to transition.

4.5. Transitions from School to Work in Brazil: Sociological Aspects of the Transition Concept in Brazil

According to Cardoso (2008), the model of Fordist (university-work-family) transition that occurred linearly in countries of the European center did not reach its full configuration in Brazil. these reasons can be listed by the high rate of school dropout and even with the development of Brazil from the 1990s and the expansion of vocational courses, what was observed is that formal education was never the main mechanisms of qualification for work, National Service for Industrial Learning (SENAI) and the National Service for Industrial Apprenticeship (SENAC), who played an important role in the professional qualification for employment in industry and commerce, outside the educational system official. Another factor related to the transition was that it was easy for most young Brazilians (which was not a guarantee for good remuneration or a good quality of work), another related factor is that there was a symmetrical relationship or the young person worked or studied, usually those who worked and studied at some point left the course, so each destiny became exclusive to the other, in most cases. Third, and perhaps most importantly, although young people had already entered the labor market at about 22 years of age, this insertion did not take place under typical Fordist working conditions. In other words, the intense urbanization, would only produce sensible effects on the dynamics of the transition from school to youth work twenty years later.

In general terms the symmetry between school and work that it consequently brought, the abandonment is of school or work, begins to disappear. The school then begins to play a more complementary than exclusionary role, first because a much

larger proportion of young people go on to study and work. Secondly, because the unemployment that affected most young people from the 2000s onwards affects young graduates of the school system. That fact inaugurates a new scenario in the transition, which can no longer be called "From school to work". Now, young people go out from school for the workforce, not necessarily employed.

Another feature of the transitions in the Brazilian labor market and among young people is the time in which the young person remains employed. The idea of a lifetime job no longer makes sense. Secondly, the permanence in employment, for the majority of people, can mean the maintenance of precarious conditions of work and life. Long stays would therefore mean closing the market to the possibility of social mobility. The number of jobs nationally has also been reduced, which has resulted in an increase in unemployment and in the youth in particular. With this, we see in Brazil the school - work transition has been characterized by three strands:

> 1) postponement of entry of young people to the labor market;
> 2) unemployment at the beginning of life trajectories;
> 3) the consequent increase in competition for market positions. That is to say, the school acquired an increasing centrality in the young people's chances of insertion, but these chances became much more restricted and slower compared to the youth of previous generations. (CARDOSO, 2008, p. 597).

Therefore, it is possible to analyze that the transition is a phenomenon that can extend far beyond the completion of the course. In the study by Teixeira (2002), when analyzing the experience of youth transitions between the university and the labor market in young adulthood, he noticed that the university course occupies different spaces in the students' lives, in a research carried out with youngsters of different courses , among them engineering, pedagogy, physics and social sciences), the author came to the conclusion that for some students the university functioned as a kind of preparation for life, while for other courses such as pedagogy, sociology and physics, for example, the superior course is part of life, itself being the upper course one among the many other functions exercised by university students.

Final Considerations

The potential to acquire skills to be able to work intigates in the young people the constant need for learning in a changing world. In this action, the know acquires senses that before was not perceived with so much emphasis. And, in the world of information and constantly changing, of the current market 'crises' in which the supply for employment is lower than the demand of qualified people to the market, what we see are conflicts, doubts and uncertainties regulating the current generation of young people and the transition period that mark entry into the labor market. In this path, one can think of training for employability by traversing new paths and placing the subject as self-responsible in that formation. The university has a central role in preparing the individual for the labor market, however, training for the labor market needs to be continuously updated, so informal and non-formal training participates in the concept of transitions and employability, as well as the motivation of the subject to keep up to date. Another concept pointed out in our thesis relates to the work and the need for well-being and identification with the chosen course.

Our thesis aimed to know how this transition process takes place, between completing a universitary degree and entering the job market, the expectations of work and how they perceive the job market in the area they have chosen. Inspired by the concepts of Cardoso (2008), Knowles (2008) Barabasch (2014), Yorke (2006), among other authors, we studied the perceptions of 15 youngsters who were finishing their university courses and their representations on transition and the labor market.

Thinking about a process of employability, we analyze the perceptions that young people had of that moment in relation to their expectations of work and professional future. In this purpose, we adopted the qualitative method and used semi-structured interviews, using the enunciation analysis (BARDIN, 1977) to evaluate the data collected in the interviews.

The data collected pointed to the satisfaction of the young person with the chosen course, although most of the reports indicate the difficulties of finding job opportunities, or when they found a job the salary was not equivalent to the degree of training of the young person, although in the course of Automation Industrial, for example, has been able to find positive responses, be it in relation to employment opportunities, a fair

salary and opportunities for career growth. This leads us to conclude that the difficulties (or not) of the transitions also correspond to the needs of the market.

In Brazil there are still few studies related to transitions and employability, most of the studies found relate the transition from high school to the labor market; some in particular are related to the youth's exit from the university to the labor market (Teixeira, 2002; Tartuce, 2008, Neiva, 1995). The concept of transition in Brazil is somewhat different from the general concept of transition, for young people of Brazil this transition is lived almost simultaneously with the period of study of the course, or even before its entrance, nevertheless, the employment exercised does not always correspond to the type of course studied by the young person.

No national policies were found to support the transition between the university's exit to the labor market, however in recent years there has been a close relationship between vocational training institutes that promote qualification for young people and their relationship of better job opportunities for young people (CARDOSO, 2008).

Thus, we see that the transition, rather than a passage that delimits the exit from the university and entry into the job market, represents the individual's ability to adapt to the circumstances that surround his career, as Teixeira (2001) points out, the success of transitions involve the ability to adapt, in dealing with mutant working conditions. Another important factor about transitions is to implement career guidance programs within universities, encouraging young people to further explore themselves, their professions and also by taking on more responsibility for their profession.

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Attachments

Attachment A
Interview

	Interview
	Identification questions
1	Name, age, course?
2	Can you talk a little about your course of study, why did you choose to take this course?
3	Is it your first graduation?
4	If not, what course did you do before and why did you choose to change course?
	Questions about transitions
5	What do you think to do when you finish your course?
6	Do you think to seek help from other people at least at the beginning of your first job after the course?
7	How do you imagine building your career path, or career path?
8	And how do you imagine coming to this course that you described in the previous question?
9	How do you describe the job market in the profession you have chosen?
10	Did you imagine before choosing the course that the job market in your area was like that?
11	For you, what factors do you consider most important to get a place in the job market?
12	How do you feel when you think about your career path?
13	For you, what obstacles do you consider that can hinder your professional growth or your security in the job market?
14	Do you see any obstacles or difficulties in relation to your entry process?
15	I f yes, which one, can you speak an example?
16	For you, what does professional satisfaction and well-being mean?
17	Did you notice any change in your professional expectations? in relation to your start of the course and now that you are finishing? If so, can you comment a little on this?
18	If you could change some aspect of your course of professional construction in the course, would you change something, which and why?
19	How do you feel at this time to finish the course and what you expect in relation to your future?
20	With regard to your professional future as you see yourself in four months, eight months and a year?

Attachment B

Consent term for interview

Autorizzazione al trattamento dei dati

João Pessoa, _____de_____2017,

Gentile partecipante _____,

La invitiamo a contribuire al progetto di ricerca dottorale dal titolo "Il processo di transizione dei giovani dall'università al mondo del lavoro". La ricerca si propone di studiare i processi transizioni dei giovani che si trovano in uscita da un corso di livello universitario e in ingresso nel mercato del lavoro. La ricerca sarà sviluppata dalla ricercatrice Janiery da Silva Castro, ricercatrice dottoranda del corso di dottorato del Dipartimento di Scienze della Formazione e Psicologia, Università di Firenze/Italia (UniFi) sotto la guida ed il tutoraggio scientifico del Prof. Paolo Federighi.

I partecipanti al sondaggio saranno studenti di una istituzione educativa di livello tecnico ed universitario nella regione Nord-est, dello Stato di Paraíba-Brasile. La ricerca coinvolge studentei iscritoti ai corsi di livello universitario, dell'ultimo anno. La ricerca adotta un approccio qualitativo. Gli strumenti utilizzati in particolare saranno:

a) Interviste semi-strutturate con studenti dell'ultimo anno

b) interviste semi-strutturate con studenti usciti dal percorso scolastico ed inseriti nel mercato del lavoro

La partecipazione alla ricerca è libera. Ogni studente potrà ritirare il consenso in ogni momento della ricerca attraverso dichiarazione esplicita da inviare al ricercatore. ,

Questo documento verrà stampato in due copie, ogni partecipante riceverà una copia di questo documento debitamente firmato e siglato dal ricercatore, dal Responsabile della ricerca e dal partecipante. I partecipanti al campione intervistato potranno chiedere in qualsiasi momento aggiornamento sull'avanzamento della ricerca e sui risultati conseguiti, utilizzando l'indirizzo di posta elettronica del ricercatore e/o l'indirizzo di posta elettronica della Commissione di Etica.

Il ricercatore fornirà inoltre un recapito telefonico da utilizzare per ogni evenienza legata alla ricerca da parte dei membri del campione.

Le procedure adottate in questa ricerca sono definite e realizzate nel rispetto del D.Lgs.30 giugno 2003, n. 196 (Codice in materia di protezione dei dati personali).

Per quanto riguarda le interviste dei soggetti, la traccia sarà condivisa con ciascun partecipante.

Mediante la sottoscrizione alla presente autodichiarazione le chiediamo di autorizzare il trattamento dei dati che sarano raccolti durante l'intervista..

Consenso

In considerazione di quanto sopra esposto esprimo, in modo libero ed informato, il mio consenso a partecipare alla ricerca,.

_____

_____

Firma della ricercatrice

Janiery da Silva Castro

Email: janiery.dasilvacastro@unifi.it

Contatto: (+39) 366 974 0298 (+55) 83 3201 5723

Attachment C

Ethics Committee approval UniFi

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AREA
**SERVIZI ALLA RICERCA
E TRASFERIMENTO
TECNOLOGICO**

Prot. n. 97-173   del 28/06/2017

Alla c.a. del Prof. paolo Federighi
Università degli Studi di Firenze
Dip. di Scienze della Formazione e Psicologia
Via Laura 48
50121 Firenze

Oggetto: Trasmissione parere Commissione Etica per la Ricerca

Con la presente si trasmette il parere della Commissione Etica per la Ricerca n. 9 del 1 giugno 2017, relativo al progetto dal titolo *"Il processo di transizione dei giovani dall'università al mondo del lavoro"* - tesi di Dottorato in Scienze della Formazione e Psicologia.

Dottoranda: Dott.ssa Janiery da Silva Castro

Responsabile del progetto – Tutor: Prof. Paolo Federighi, Dipartimento di Scienze della Formazione e Psicologia

La Segreteria

UNIVERSITÀ DEGLI STUDI FIRENZE

PARERE COMMISSIONE ETICA PER LA RICERCA n. 9 del 1 giugno 2017

Titolo del progetto: *"Il processo di transizione dei giovani dall'università al mondo del lavoro"* - tesi di Dottorato in Scienze della Formazione e Psicologia.

Dottoranda: Dott.ssa Janiery da Silva Castro

Responsabile dello studio – Tutor: Prof. Paolo Federighi, Dipartimento di Scienze della Formazione e Psicologia

La Commissione Etica per la Ricerca, considerate le proprie competenze attribuite con Decreto Rettorale n. 449/2016 (prot. n. 81120), a seguito della richiesta presentata dal Prof. Paolo Federighi in qualità di tutor della dottoranda Dott.ssa Janiery da Silva Castro, ha analizzato la documentazione pervenuta.

DESCRIZIONE DEL PROGETTO

"Questo studio, si propone di studiare i primi mesi di transizione di giovani da poco inseriti nel mercato del lavoro e giovani che si preparano a cercare una occupazione dopo il conseguimento della laurea. L'obiettivo è di studiare i processi di transizione di giovani lavoratori e giovani in cerca di lavoro e quali azioni educative li supportano. Si procederà quindi alla selezione del campione di giovani i cui processi di transizione saranno studiati, insieme ai fattori ostativi e di promozione delle transizioni. In questo quadro ci riferiamo a teorie e paradigmi dell'Educazione degli Adulti, del Lifelong Learning e dell'Employability per discutere le transizioni dei giovani adulti, i legami tra le transizioni ed il contesto sociale e culturale, le motivazioni personali dei giovani ad intraprendere percorsi educativi, il ruolo delle reti sociali (famiglia, amici, ...) dell'università ecc. Sarà quindi necessario focalizzarsi sulle storie dei giovani al fine di ottenere un quadro accurato delle fasi che si susseguono in questo processo. L'indagine sarà condotta con un campione di giovani studenti di due istituzioni pubbliche di istruzione universitaria nella città di João Pessoa|Paraíba|Brasile.

La ricerca sarà di tipo qualitativo e prevede l'uso dell'intervista semistrutturata, in quanto si tratta di un'analisi che sottolinea il passaggio di un soggetto da una posizione all'altra. Useremo il metodo

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dell'analisi del contenuto per interpretare l'impatto personale delle transizioni e come i giovani si vedono in questo processo. Da un punto di vista teorico ci riferiremo al pensiero di Eraut (2008, 2007, 2004), di Federighi (2009, 2007, 2006), di Dewey (1997), di Freire (1997), che offriranno la possibilità di capire come avviene il cambiamento dell'identità personale e professionale durante le transizioni."

La Commissione Etica per la Ricerca

esaminata attentamente la documentazione inerente il progetto in questione, non ravvisa elementi ostativi all'approvazione del progetto.

Il presente parere viene redatto, letto e approvato.

Per la Commissione Etica per la Ricerca, il Vice Presidente

Firenze, lì   2 8 GIU. 2017

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Prof.ssa Michela Baccini