A set of tools to support the development of a model concerning integration of young people in the labour market through the improvement of their competences in line with the labour market needs and the qualification frameworks.

Toolkits - Social services and senior tourism: Targeted to young people, employers, educators, employment and training counsellors.

Lifelong Learning Programme

Skills and Labour Market
to raise youth employment

CECOA – Centro de Formação Profissional para o Comércio e Afins

@ SALM Project

1st edition

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INDEX

1. Summary of the SALM Project

Youth unemployment is a very relevant issue for the Europe 2020 strategy which contains several targets being one of them to achieve an employment rate of 75% at the EU level by 2020.

Youth unemployment in Europe is strongly linked to the lack of the appropriate skills and competences required by the labour market and it varies from country to country. Member States need to ensure that their education and training systems provide to young people the relevant skills and competences in an efficient way.

📌 Key words: job opportunities in the social services and senior tourism area; potential of the approach confirmed by research in the partner countries.

Social services:

In the EU, social services play a crucial role in improving quality of life and providing social protection:

They include:

- Social security;
- Employment and training services;

- Social housing;
- Child care;
- Long-term care;
- Social assistance services.

These services are a vital means of meeting basic EU objectives such as social, economic and territorial cohesion, high employment, social inclusion and economic growth. The EU encourages cooperation and the exchange of good practice between EU countries to improve the quality of social services, and provides financial support for their development and modernisation (eg from the European Social Fund).

Senior tourism:

Senior citizens (55 years old and over) represent around 25% of the European population. They have both purchasing power and leisure time, thus representing a significant economic market potential:

In 2014, the European Commission, Enterprises and Industry Directorate General and the Service Industries, Tourism Policy, published a Report with the outcome of a brainstorming exercise with a pool of experts representing main EU senior tourism stakeholders, aiming at developing low and medium seasons tourism flows for this segment at European level. The objective was only to set up the framework for further recommendations.

"EUROPE, THE BEST DESTINATION FOR SENIORS" - "FACILITATING COOPERATION MECHANISMS TO INCREASE SENIOR TOURISTS' TRAVELS WITHIN EUROPE AND FROM THIRD COUNTRIES IN THE LOW AND MEDIUM SEASONS" – *DRAFT REPORT*

Integration of young people in the labour market

Reducing youth unemployment is a task that implies a stronger commitment of businesses, public sector and civil society to provide work and training opportunities to young people through the development and sharing of good practices namely in the area of employability and entrepreneurship, including social entrepreneurship. The promotion of self-employment including effective business support to young people through adequate training and coaching measures can contribute to opening up labour market to young job seekers.

Competences in line with the labour market needs

The SALM project concentrates on the issues of; youth unemployment, the lack of young people competencies and the opportunities generated by the needs of the market in two sectors: senior tourism and social services, in order to decrease the youth unemployment (increasing their competencies through innovative training approaches) and to increase job opportunities as well as self-employment and entrepreneurship initiatives.

![Skills and Labour Market - to raise youth employment]

SALM Project general information

The SALM Project aims at contributing to the development of innovative approaches and specific instruments for the reduction of the youth unemployment rate equipping people with the right employability skills which are considered crucial for the 2020 Strategy employment targets, for a better social inclusion, and for the effective participation in Lifelong Learning.

Specific objectives:

1 To deepen the knowledge of policies and practices to raise youth employment in partner countries;

2. To develop a comparative analysis at sectoral level (senior tourism and social services) of policies and practices to support the reduction of unemployed young people in partner countries;

3. To identify the effectiveness (through focus groups and case studies) of the different measures (good practices) adopted to fight the mismatches in competences in both sectors, the key success factors and a battery of benchmarking indicators;

4. To build toolkits (for young people, employers, educators, as well as employment and training counsellors) to improve the young people's competences and employability skills as well as self-employment and entrepreneurship;

5. To carry out case studies concerning young people showing a big gap between education competences and labour market competences; and to compare partner countries approaches in fighting skill mismatches as well as their impact in youth participation of lifelong learning initiatives;

6. To strengthen the role of different stakeholders in order to find new approaches to solve the mismatches problems;

7. To carry out a pilot project in partners countries in the field of training including key success factors from the partners practices;

8. To develop a model incorporating the success factors of the training action in order to assure that the adequate competences are being delivered to young people to implement in the labour market;

9. To promote workshops/meetings in the context of the project, to exchange experiences, identify best practices and follow-up the project; furthermore awareness actions can carried out targeting young people and employers;

10. To systematically evaluate the project activities and its interim and final results;

11. To disseminate, at national level in each partner country, at institutional and operational level, the project results among the main stakeholders (private and public) namely social partners and organizations; and at transnational level through meetings and an adequate website; at European level through the European institutions and networks namely CEDEFOP, REFERNET, EURYDICE.

Products/Results

- Reports on the measures, programs and policies in each partner country
- Case Studies and Focus Groups Reports - Tourism Senior and Social Services - and a Model Building
- Good practices: examples of employment for young people in Tourism Senior and Social Services
- Toolkits for young people, employers, educators as well as employment and training counsellors
- Pilot project - including outcome indicators in order to compare the results in terms of the impact in the skills mismatches and in the youth unemployment rates

Project website for more info: www.salm-project.com.

2. Rationale of and background to the SALM Toolkits

Vocational Educational Training (VET) can be better targeted and more effective if there is a clear understanding of labour market needs and trends. Our project concentrates on the issues of youth unemployment, the lack of young people competencies and the opportunities generated by the needs of the market in two sectors, senior tourism and social services, in order to decrease the youth unemployment (increasing their competencies through innovative training approaches) and to increase job opportunities (self-employment and entrepreneurship initiatives).

Through previous project research, the project partnership reached a deeper knowledge about policies and practices to raise youth employment in partner countries, as the project developed a comparative analysis at sectoral level (senior tourism and social services) of policies and practices to support the reduction of unemployed young people in partner countries.

At the same time, the project identified the effectiveness (through focus groups and case studies) of different measures (good practices) adopted in different countries to fight the mismatches in competences in both sectors, the key success factors and a battery of benchmarking indicators.

Increase young people's skills and competencies

The results from previous project activities, showed that Soft Skills were referred as core skills for professionals working within senior tourism and social services - personal qualities/attributes (self-control, assertiveness, initiative, responsibility, etc.), communication skills (referred as strategic) and human relations and interpersonal skills (coaching, dealing with conflicts, interaction and collaboration with peers, cooperation and team working, sharing of information) are skills and competences essential to be acquired and developed within any learning pathway (formal/non formal) leading to Social Services and Senior Tourism Qualifications (WP2 overview report - PT).

Soft skills, like communication, team work, bearing responsibility, time management, are considered key-features which young people lack (WP2 overview report - UK). Moreover, young people are considered to be missing specific skills that are considered essential requisites to work in the social care sector. For example, competences to deal with psychologically frail individuals, but they would also lack the competence to manage highly risky situations.

Innovative training approaches

The results from previous work packages also showed that the skills needed for the jobs connected with higher skilled workers are mainly satisfied by Universities and VET providers (WP2 overview report - PT). One aspect highlighted by the social service

entities was the importance of continuous training for all kind of employees with focus on low skilled workers.

The social care providers need to have a workforce ready to be used immediately after employment while, young people would require a certain time to be trained and acquainted to the new role (WP2 overview report - UK). On the one hand, employers in the social care sectors are not highly motivated to have their workforce engaged with further training and education (perhaps for cost-related issues). However, there is also an issue of limited interest in education and training among employees.

Innovative training approaches must be cost effective, motivating, reward driven and focused on relevant contents:

- In general, in terms of social services, the main domains mentioned as priorities in terms of training needs were: management, hygiene, health and safety at work, nutritionist, gerontology, health care for elderly, equipment cleaning, hygiene and food safety, culture animation and ICT/quality;

- The management domain is one of the most important and includes issues such as socio-civic competences, team-work skills, innovation, conflict management, human resources and leadership, new technologies/quality, including also certification and public attendance;

- In general, in terms of senior tourism sector, the main domains mentioned as priorities in terms of training needs were: tourist guides; pricing, assurance companies, reservation; ozone therapy, laser therapy (WP2 overview report - RO); behavioural and computer skills, marketing and accounting; animation activities, first aid, conflict management; interpersonal communication and behavioural area (WP2 overview report - PT).

To increase job opportunities

The discussions throughout the project revealed the need to address the issue of employability of young people from two complementary perspectives: 1) from the point of view of the present needs, but especially future needs of the labour market, mainly in areas that have a natural development tendency, such as social services and tourism for the elderly, because of the aging population phenomena in Europe. 2) and from an institutional and political perspective, focusing on the ways to address the youth's right to education and to work and on the ways to address the provision of the skills necessary to access quality jobs.

The development of the social tourism sector in general, and senior tourism in particular, can contribute to the development of social services, where youths can be involved, such as: accompaniment, personal career during the stay, kintotherapy, nutrition, animation, and medical assistant (WP2 overview report - RO).

The social care sector is one of those fields where job creation is expected to happen in the near future, thus, this is potentially an interesting area for young people looking for a job; on the other hand, though, young people are not the 'priority' in social care employers recruitment strategies (WP2 overview report - UK).

Concerning the internal employment prospects in the next five years (WP2 overview report - PT), there is an increased need for workers with higher qualifications in geriatric domains, physiotherapists, psychologists and socio-cultural animators as well as the need for the creation of qualified volunteer services.

3. Toolkits development methodology

The toolkits have a common framework consisting of:

- The description of the different situations in terms of competences of unemployed young people regarding the mismatches related to the labour market needs;
- The description of the methods of diagnosis, intervention and evaluation of results;
- A set of indicators for the diagnosis, intervention and evaluation/impact of results.

What should be achieved with the toolkits?

- **At micro level:**
  - Raising awareness regarding the employment potential in social services and senior tourism for young people, employers and employment and training counsellors;

- **At meso level:**
  - Guiding young people to the labour market through reducing skills mismatches in social services and senior tourism sector; support employers' to attract and maintain young people motivated for the work in social services and senior tourism and give tools to guide employment and training counsellors in the social services and senior tourism careers.

Who should use the toolkits?

- Young people;

- Employers and entrepreneurs (social entreprises, NGOs, Foundations, etc.) from social services and senior tourism sectors;

- Educators, employment and training counsellors coming from guidance services offered by VET providers/employment services/universities (those services, depending on the countries and situations can be provided by counsellors, trainers, teachers, experts).

Which problems and solutions are addressed?

Table 1: Problems VS Solutions

Target groups	Problems	Solutions
Young people	Young people do not perceive the social services and the senior tourism sectors as fields of potential employment. Young people do not have access to work based learning opportunities into those two sectors.	Young people need to learn more about job opportunities in the social services and senior tourism sectors. How? Meeting real life persons from those sectors that can act as role models; Discovering their potential to work into those two sectors; Trying out an internship experience in organisations from those two sectors; Being informed about formal and non-formal training pathways answering to the skills and competences required by the sectors.

Employers	Employers do not have enough young (qualified) staff. It still exist a mismatch between: • Low profile vs higher level expertise; • Too academically trained students vs need of staff for practical and operational work.	Employers must improve: • Image and organisation branding (for example to present their own organisation as an attractive employer to the right young people); • Meet real life candidates, try them out through internship, or other initiatives, and accompany their training process in VET and/or own organisation.
Educators, Employment and training counsellors	In spite of a number of academic courses available, employment potential of the sectors is underused. Educators, employment and training counsellors do not give enough support to VET Providers and Universities in the divulgation of training pathways in the social services and senior tourism sectors.	Educators, employment and training counsellors must support VET Providers and Universities in building bridges between learning and work, from the beginning of the learning process. They must prepare and organise the matching process.

How do the toolkits support the achievement?

• Providing a referential/manual and a set of tools;

• The toolkit consists of a guide and tools to support professionals working in young people guidance, with employers, educators, employment and training counsellors, in particular offering tools to guide towards employability of young people in the social services and senior tourism sector.

Our goal is to build a toolkit to improve young people competences as well as self-employment and entrepreneurship. In particular, the toolkits are designed for youths, employers and also employment and training counsellors; for the first two beneficiaries, a diagnostic tool is proposed for the new and basic skills required/need obtaining; for the educators, employment and training counsellors, several tools are available to conduct their counsellor approach with youth people and employers and other entrepreneurs.

Which mistakes were identifying from the labour market research?

Skills mismatches in the labour market have been growing and these mismatches have different origins like:

- The composition of skills emerging from EU universities and training systems does not fully support a truly innovation-driven economy;
- Imperfect information and structural rigidities, workers and businesses aren't provided with the right level of skills in the right areas, which damages competitiveness in particular of smaller enterprises;
- The educational and professional choices of young men and women continue to be influenced by traditional gender paths which cause skills shortages, for example in technical and managerial occupations.

Which competences are needed to work in social services and senior tourism sector?

The toolkits contents are based on good practices selected from the case studies and the focus groups carried out within the project, containing labour market competences needed and success factors.

The competences needed by the labour market are mainly Soft Skills:

- Human Relations and Interpersonal Skills (coaching, dealing with conflicts, interaction and collaboration with peers, cooperation and team working, sharing of information);
- Communication Skills (communicate ideas, written and oral expression…);
- Personal Qualities/Attributes (self-control, assertiveness, initiative, responsibility, etc.).

How to describe the SALM Model conceived to integrate young people in the labour market?

SALM Project conceived a model concerning the integration of young people in the labour market through the improvement of their competences in line with the labour market needs and the qualification frameworks and some actions based on four blocks feeding into each other, ensuring the early involvement of target groups and key stakeholders in order to increase future sustainability. The model based on key success factors, different methods and phases according to the different target groups identified, as presented in table 2.

Table 2: Model Proposal _ Main Contents

Method	Phases	Target groups		
		Young people	**Employers**	**Educators, employment and training counsellors**
Diagnosis	Screening phase	To select and screen VET and/or higher education students with profile to work in social services and senior tourism sector.	To reflect with employers and entrepreneurs regarding young staff profiles, having a focus on soft skills to work at the social services and senior tourism sector.	To reflect with educators, employment and training counsellors regarding the concept of self-employment and entrepreneurship in social services and senior tourism sectors. To organise a preparatory seminar addressed to the foundations of the social services sector/tourism sector and their employment opportunities.
Intervention	Awareness phase	To raise awareness of young people best profile to work in social organisations, services sector and senior tourism: «how young people perceived seniors» and «how young people perceived job opportunities in social services and senior tourism sector».	To be aware on how to attract students to services and senior tourism sectors. To be aware on how to optimize businesses to become more attractive to young people.	To be aware on how educators, employment and training counsellors can support young people searching for a job in social services and tourism sector. To be aware of the adequate training offer and University curriculums to solve the mismatching between supply and demand.
	Matching phase	To match students profile with the competences needed by the social services and tourism sector and «how to prepare young people to work in social services and senior tourism sector».	To organise events in companies with students, aiming at integrating and retaining young people for voluntary or/and paid work as: «shadowing and volunteer programs, visits to companies and organize internships	To match students and companies in social services and senior tourism sector. To guide young people in further studies the field of social services and senior tourism sector.
Evaluation	Guidance phase	To evaluate how students perceived the added value of the SALM initiative and reflect about the outcomes of their participation in the initiative.	To evaluate how employers and entrepreneurs/responsible perceived the added value of the SALM initiative.	To evaluate how educators, employment and training counsellors evaluate the satisfaction level with the preparatory seminar and perceived the added value of the SALM initiative.

Concerning the description of the methods of diagnosis, intervention and evaluation of results:

- **Diagnosis** – overall description, screening tool and supportive instrument for evidences collection from young people and employers and a reflexive tool used with employment and training counsellors;

- **Intervention** – training and awareness sessions, coaching and mentoring events (structure, objectives, main contents, materials, etc.) with young people, employers and employment and training counsellors;

- **Evaluation** – reaction evaluation and added value perception (during the methodology application), advisory board evaluation (external evaluation) and impact of results (SWOT analysis with beneficiaries):
  - Strengths: characteristics of the intervention that give it an advantage over others;
  - Weaknesses: characteristics that place the intervention at a disadvantage relative to others;
  - Opportunities: elements that the intervention could exploit to its advantage;
  - Threats: elements in the environment that could cause trouble to the SALM model.

Concerning the Model phases:

- **Screening** – the main goal is to select trainees/students for the program/intervention as well as employers. The screening tool can be used to appraise soft skills in social services and the senior tourism sectors. Regarding employment and training counsellors, at this phase, the main goal is to reflect with them about self-employment and entrepreneurship in social services and senior tourism sector.

- **Awareness** – the main goal is to raise target groups ability to perceive, to feel, or to be conscious of job opportunities in the social services and senior tourism

sectors. The level of consciousness can be won through the perception of benefits and cognitive reaction to problem solving events.

- **Matching** – the main goal is to contribute to match young people profile with social services and senior tourism sector demands, as well to learn how employers can do to attract and retain young people in those two sectors; how employment and training counsellor can do to guide young people to further studies in those two sectors.

- **Guidance** - the main goal is to counsel students to choose the social services and senior tourism sectors; to support employers in their proactive approaches towards young people and to advice counsellors on how to sell the benefits of the sectors; as well as to evaluate how users perceive the added value with the SALM project overall intervention.

Concerning the target groups:

- Young people, students and unemployed, youth associations;
- Employers and entrepreneurs, local authorities and social partners;
- Educators, employment and training counsellors coming from guidance services offered by VET providers/employment services/universities.

Regarding the set of indicators of diagnosis, intervention, evaluation/impact of results, the Toolkits include:

- Indicators of Diagnosis – number of soft skills identified before the intervention as well as the number of soft skills identified after the intervention; number of persons (young people, employers and entrepreneurs) who participated in the diagnosis;

- Indicators of Intervention – number of beneficiaries (young people, employers, entrepreneurs, employment and training counsellors coming from guidance services offered by VET providers/employment services/universities) who were involved in the awareness and matching sessions; number of exchange of

experiences among young people, employers, entrepreneurs and employment and training counsellors coming from guidance services offered by VET providers/employment services/universities during the intervention phase;

- Indicators of Evaluation/Impact:
  - Reaction evaluation report (satisfaction level) and Perception of the Intervention Added Value;
  - Beneficiaries overall impact evaluation (main strengths, weaknesses, opportunities and threats);
  - Stakeholders' evaluation (advisory board evaluation).

Regarding the validation, awareness and exploitation of the SALM Model, the Toolkits include:

A set of activities to ensure that the model developed within the consortium is validated by means of:

- Application of toolkits for a group of young people;
- Application of toolkits for a group of employers;
- Application of toolkits for a group of educators, employment counsellors/VET Providers/Universities.

The awareness and matching actions concerning skill gaps and new competences may carry out targeting to:

- Young public to raise their employability and participation in LLL;
- Educators, employers to increase their participation in the updating of the national qualification frameworks;
- Public entities to increase the quality of education and training systems.

Concerning the project exploitation, the following actions are foreseen as:

- Monitoring the model in partners' countries, testing it into real situations and providing relevant feedback at the light of emerging problems and specific needs;
- Exploitation of the model developed, by means of the definition of a strategic plan for the transferability and extensibility of results and the viable options to implement them, through public/private cooperation.

Regarding the valorization of results and SALM Model sustainability, the Toolkits include:

A set of activities include:

- Targeted dissemination activities, including networks of the stakeholders through Advisory Boards in partner's countries and integrated by all principal stakeholders (institutions and policy makers, social partners and associations of the target group, academic sector);

- Dissemination of project outcomes (good practices, the model and the testing results) at partners' country and at European level through electronic mail, websites and transnational meetings.

4. Toolkits guidelines and tools

Building on the results of previous project activities, the toolkits aim at the development and delivery of a set of instruments supporting the development of a model concerning the integration of young people in the labour market through the improvement of skills and competences in line with the labour market needs and the qualification frameworks.

The toolkit targeted to young people includes the following materials:

i) A diagnostic tool,

ii) A supportive instrument for evidences collection,

iii) Framework on training success namely through a work environment.

The toolkit to young people addresses to following goals:

- Do you have proper soft skills for getting a job in the social services sector and/or senior tourism sector?

- Which are the most relevant self-employment strategies and entrepreneurship competences?

- Where to get the most suitable training curriculum to work on the social services sector and senior tourism sector?

- Where to find the best mentor?

- Where to find a social entrepreneurs network in your country?

How to advertise the toolkit to young people?

«The toolkit can help you to know your **potential** and to discover **opportunities** in the social services/senior tourism areas»

«The toolkit is about discovering hidden **talents/competences**»

«The toolkit can help you to get to know future **employers** and colleagues, their work and what would be expected from you»

«The toolkit can help you to understand **training pathways** suitable to get employment in the social services and senior tourism sectors»

The toolkit targeted to employers includes the following materials:

i) A diagnostic tool,

ii) A supportive instrument (manual) to detect new competences needed for the organisation.

The toolkit targeted to employers addresses to following goals:

- Which are the main challenges for your organisation?
- How can you improve your image in the (social) market?
- How do you present yourself as an (social) entrepreneur/social value organisation?
- Where to find new young human capital for your organisation?
- How to organise a good internship that gives young people an idea about the main competences of the social services and senior tourism sectors?

How to advertise the toolkit to employers?

«The toolkit can help you to improve your **profile** and attractiveness as an employer and can help you to meet young people with a high potential to work for you in the future»

«The toolkit can support you to organise **internships** that may allow you to meet potential future employees and discover their talents»

The toolkit targeted to educators, employment and training counsellors includes the following materials:

i) Methodological guidelines for (self-)employment and entrepreneurship competences «to see the opportunities of young people and creating value in social services and senior tourism sector»;

ii) A supportive tool and a set of preparatory seminars for the counsellors as facilitators to create new job opportunities for young people in social services and senior tourism sector.

The toolkit targeted to educators, employment and training counsellors addresses the following goals:

- How to match young people with entrepreneurs' from the social services and/or senior tourism sectors?
- Which are the essential tips and guidelines for (social) organisations to attract young people?

- How to promote the 1st contact between (social) organisations and young people? Organising a study visit? (Other examples, etc…)

- Which are the best career strategies for young people?

- Main role of VET providers to screen and make the selected young people aware of the sector and to prepare them for the internships?

How to advertise the toolkit to educators, employment and training counsellors?

«The toolkit can help you to facilitate a **better matching** process between potential employees and employers in the social services and senior tourism sectors»

«The toolkit can help you to know about typical and innovative **training pathways** towards employment in the social services and senior tourism sector»

«You can support young people to know more about how to match own competences with job profiles; to find the adequate training; to know employers early on and also gather practical experience»

4.1. Screening Phase

The stage of diagnosis aims at characterising the problem also taking into consideration the motivation to learn throughout life, and the gaps in learning system vis-a-vis to organization's needs.

Differentiation strategies can be proposed always taking into account 3 factors, first, the competences of the (unemployed) young people and their educational and learning background experience; second, the needs of employers and (social) organisations; and third, the national qualification frameworks in the education training systems and their relation with the market needs.

It's an overall description of the young people profile to work in social services and senior tourism sector; of employers and entrepreneurs staff needs, having a focus on soft skills; of employment and training counsellors regarding the concept of self-employment and entrepreneurship in social services and senior tourism sectors.

According to table 2: Model Proposal _ Main Contents, during the screening phase:

Method	Phases	Target groups		
		Young people	**Employers**	**Educators, employment and training counsellors**
Diagnosis	Screening phase	To select and screen VET and/or higher education students with profile to work in social services and senior tourism sector.	To reflect with employers and entrepreneurs regarding young staff profiles, having a focus on soft skills to work at the social services and senior tourism sector.	To reflect with educators, employment and training counsellors regarding the concept of self-employment and entrepreneurship in social services and senior tourism sectors. To organise a preparatory seminar addressed to the foundations of the social services sector/tourism sector and their employment opportunities.

For Young People

The main point is to pre-select from a group of trainees/students those who feel attracted to the social services and senior tourism sectors; or feel they have the qualities needed there.

The Screening phase cover trainees/students/young people from VET Providers as well as Higher Education Institutions.

During the diagnostic phase, the SALM Program do not focus on students' technical skills, instead, the main goal is to select and screen VET and/or higher education students with profile to work in social services and senior tourism sectors, based on their soft skills.

Table 3: Young People Soft Skills Needs _ Competences for the Social Service Sector and the Senior Tourism Sector

Self-evaluation tool	
1.1.	**SUMMARY: Student/Trainee/Young People Life History**
a)	Summary of school/academic experience:
	Level 1-2
	Level 3-4
	Level 5-6
b)	Summary of professional experience and voluntary work:
	No Prof. Exp.
	Prof. Exp. < 1
	Prof. Exp. 2-4
	Prof. Exp. 5 >
	No Vol. Work Exp.
	Vol. Work Exp.
1.2.	**Key non-cognitive skills**
1.2.1.	**Personal qualities:**
1.2.1.1.	Do you feel comfortable dealing with people?
1.2.1.2.	Do you have self-control to work with people?
1.2.1.3.	Are you assertive enough to deal with people problems?
1.2.1.4.	Are you adaptable with new situations?
1.2.1.5.	Are you responsible to work in social services/senior tourism sectors[1]?
1.2.2.	**Communication skills:**
1.2.2.1.	Do you use empathy towards others?
1.2.2.2.	Do you know how to communicate new ideas, written and oral expression?
1.2.2.3.	Do you know how to express yourself in complex situations?
1.2.2.4.	Do you know other languages?
1.2.3.	**Human Relations and Interpersonal Skills:**
1.2.3.1.	Do you like to help other people?
1.2.3.2.	Is it usual that your colleagues seek you when they have a problem?
1.2.3.3.	Is it usual for you to solve conflicts?
1.2.3.4.	Do you like working in a team?
1.2.3.5.	Do you accept to work within a hierarchy?
1.2.3.6.	Do you usually offer yourself as a volunteer when asked to perform a task?
1.2.4.	**Others skills:**
1.2.4.1.	Do you like to solve problems?
1.2.4.2.	Do you like to organise things?
1.2.4.3.	Do you like to animate groups?
1.2.4.5.	Do you know how to use ICT – new technologies?
1.2.4.6.	Do you know how to use social media?

Tool for evidences collection: D14_Annex 1_SALM SCREENING_YOUNG PEOPLE.

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[1] See definitions at page 5.

For Employers

During the Screening phase with employers, the main goal is to support employers reflecting and searching about skills needs, having a focus on emerging skills, and how to attract young people.

The Screening tool proposed for this phase/target group can be used as a supportive instrument to detect new competences needed by organisations and to appraisal soft skills needed in the social services and in the senior tourism sectors.

In this phase, we want to know also more about: 1) How to find new young human capital for those sectors? 2) Which are the main challenges for organisations to attract young people to those sectors?

Table 4: Employers Skills Needs _ Competences for the Social Service Sector and the Senior Tourism Sectors

(Soft) skills needed in social services and senior tourism sectors	
1.1.	**SUMMARY: Employers General Caracterization**
a)	Entity and contact person identification
b)	Description of main activities
1.2.	**MAIN QUESTIONS: Employers' Vision**
	1. In your perspective, what is the potential of job creation in the social services/tourism in the next years? 2. What are the key skills needs for your organization? 3. What do you do to make your organization an attractive working place to young people? 4. What are your policies to retain your young workforce? 5. Which dimensions of management can optimize businesses' capacity to attract young people? Can you give examples? 6. Is it possible to train entrepreneurs in your field? Can you, please give examples of success of trained entrepreneurs? 7. Can you share with us your tips about how to organize an 'ideal' internship simultaneously providing young people with knowledge about the competences required to work in the sector as well as with a positive social experience? 8. What is the added value of an internship from both the employer and the employee perspective?

Tool for evidences collection: D15_Annex 1_SALM SCREENING_EMPLOYERS.

Alternative 1 - Optional: Reflection about the Case Study in Social Service/Senior Tourism results aiming to know more about how employers and entrepreneurs approach youth staff to meet their needs in the social services and senior tourism; to know how entities develop and motive their young staff to work in the social services and senior tourism sector; how companies may improve their image in the (social) market.

For Educators, Employment and Training Counsellors

During the screening phase with employment and training counsellors, the main goal is reflected with those professionals concerned with the concept of self-employment and entrepreneurship in social services and senior tourism sectors.

The Preparatory Seminar's main goal is to address the foundations of the social services/senior tourism sectors and their employment opportunities. During the Preparatory Seminars, it can be improved (1) by the introduction of real testimonials or (2) the analysis of concrete cases, using the results of the COUNTRY REPORTS produced within the SALM project and available in the project website, trends in youth unemployment and policies to reduce it.

Table 5: Program proposal _ Preparatory Seminar for Portuguese beneficiaries

SALM Presentation and social sector/tourism sector at-a-glance	
10h.	**SUMMARY: Project Presentation**
Main goals, specific objectives Results achieved at national level and European level	
10h.15	**Opportunities for Young People in Portugal**
Youth programs and measures: vocational education and training measures in Portugal - Initial VET pathways targeted to young people	
10h.30	**Country Overview**
Demography and current economic situation National situation in youth unemployment and skills needs	
10h.45	**Social services and senior tourism in Portugal**
Specific measures in Portugal to promote youth employment	
11h.00	**Conclusions: controversial issues, strengths & weaknesses**
Debate with participants – alternatives for the discussion	

Table 6: Program proposal _ Preparatory Seminar for United Kingdom beneficiaries

SALM Presentation and social sector/tourism sector at-a-glance	
10h.	**SUMMARY: Project Presentation**
Main goals, specific objectives Results achieved at national level and European level	
10h.15	**Opportunities for Young People in Scotland**
The Scottish Government youth employment strategy: 1. Adopting an all-Government, all-Scotland approach to supporting youth employment 2. Enhancing support for young people 3. Engaging with employers	
10h.30	**Country Overview:**
Youth unemployment in Scotland: figures and trends Changing trends in employment Types of unemployed and the Scottish Government Youth Employment Policy	
10h.45	**Social services and senior tourism in Scotland:**
An all-Government and all-Scotland approach, in particular, Social Enterprises and the Third Sector	
11h.00	**Conclusions: controversial issues, strengths & weaknesses:**
Debate with participants – alternatives for the discussion	

Table 7: Program proposal _ Preparatory Seminar for Maltese beneficiaries

SALM Presentation and social sector/tourism sector at-a-glance	
10h.	**SUMMARY: Project Presentation**
Main goals, specific objectives Results achieved at national level and European level	
10h.15	**Opportunities for Young People in Malta**
National Situation in Youth Unemployment and Skills needs National Initiatives to Stimulate Employment & Training for Youths	
10h.30	**Country Overview:**
The Current State of the Economy Economic Forecast	
10h.45	**Social services and senior tourism in Malta:**
N.E.T.WORK - ECVET system for No borders in tourism' hospitality European Training and WORK Calypso – Social Tourism Project Experiences of Social Tourism in Malta	
11h.00	**Conclusions, and the way forward:**
Debate with participants	

Table 8: Program proposal _ Preparatory Seminar for Spanish beneficiaries

SALM Presentation and social sector/tourism sector at-a-glance	
10h.	**SUMMARY: Project Presentation**
Main goals, specific objectives Results achieved at national level and European level	
10h.15	**Opportunities for Young People in Spain**
Youth programs and measures: vocational education and training measures in Spain	
10h.30	**Country and Regional Overview**
National situation in youth unemployment and skills needs The youth employment plan in Galicia Aims of improving the employment situation in the horizon of 2016	
10h.45	**Social services and senior tourism in Spain**
Religious and nautical tourism show an important growth potentiality Thermal tourism targeted to seniors Entrepreneurial culture and mobility as a key element to facilitate the adjustment of supply and demand	
11h.00	**Conclusions: controversial issues, strengths & weaknesses**
Debate with participants	

Alternative 1 - Optional: Reflection about the outcomes of the screening phase with young people and employers.

Share with participants the main results of the SCREENING Phase. The discussion regarding the results coming from the new competences can be combined for organisations/employers in the social services and the senior tourism sectors.

Alternative 2 – Optional: Witness from the social services and the senior tourism sector.

Please invite organisations/employers from the social services and/or from the senior tourism sectors to explain their difficulties in the selection, integration and maintenance of young staff and discuss with counselors/educators the best strategies to support organisations in that respect, particularly the skills needs having a focus on the soft skills.

Alternative 3 – Optional: European overview of the social services and the tourism sectors.

Use the results of the SALM, WP2 overview report, Deliverable 7 from Glasgow Caledonian University, UK (January 2014).

The country reports present the results of the research activity carried out within the SALM Project, outlining trends and change factors affecting the reduction of youth unemployment and encompassing the micro (learning processes, with a focus on new competences), meso (role of new actors, employers and entrepreneurs, social partners, trainers and counsellors) and - as a background - the macro level (current policy provision in the field of training systems and active labour market policy).

At the end of the Preparatory Seminar it is advisable to apply a questionnaire to evaluate the participants' satisfaction with the event (the reaction evaluation) and to collect information regarding their reflections during the session about the outcomes of the screening.

Tool to support the testing: D16_Annex 1_SALM SCREENING_COUNSELLORS.

4.2. Awareness Phase

According to the table 2: Model Proposal _ Main Contents, during the awareness phase:

Method	Phases	Target groups		
		Young people	**Employers**	**Educators, employment and training counsellors**
Intervention	Awareness phase	To raise awareness of young people best profile to work in social organisations, services sector and senior tourism: «how young people perceived seniors» and «how young people perceived job opportunities in social services and senior tourism sector».	To be aware on how to attract students to services and senior tourism sectors. To be aware on how to optimize businesses to become more attractive to young people.	To be aware on how educators, employment and training counsellors can support young people searching for a job in social services and tourism sector. To be aware of the adequate training offer and University curriculums to solve the mismatching between supply and demand.

As mentioned, the main goal of the awareness phase is to increase the level of consciousness regarding job opportunities for young people in the social services and senior tourism sectors; to develop the employer's social dimension in order to attract young staff; to increase skills development and strategies to support the match between young people and organisations from the social services and the senior tourism sectors.

<u>For Young People</u>

Table 9: Awareness Phase - Session 1 with Young People: How young people perceive seniors?

Aiming to analyse and to reflect about how young people perceive seniors	
1.1.	**INTRODUTION: General Information regarding the exercise**
a)	SALM Project brief presentation about the senior population (if necessary)
b)	Young people/Participants brief presentation
1.2.	**MAIN TOPICS:**

	What perception do you have from the senior population in your country?
	
	 (For more questions, see the annex)
	
	 Please reflect about:
	
	    - Demographic evolution/changes of senior population?
	
	    - Isolation
	
	    - Health
	
	    - Intergerational dialogue
	
	 Seniors role in society/family?
	
	 (For more questions, see the annex)
	
	 Please reflect about:
	
	    - Skills, life cycle: wins and losses
	
	    - Participation in society/family

Table 10: Awareness Phase - Session 2 with Young People: How young people perceive job opportunities in the social services and senior tourism sectors?

Aiming to analyse and to reflect about how young people perceive job opportunities in the social services and senior tourism sectors	
1.1.	**INTRODUTION: General Information regarding the exercise**
a)	SALM Project brief presentation about the social services and senior tourism sector (if necessary)
1.2.	**MAIN TOPICS:**
	1. Do you know of any need or gap in the social services which could be addressed by employing a young person? 2. Which added value would a young employee bring in the service sector? 3. Do you have ideas about how to create job opportunities for young people in the senior tourism sector?

Tool for focus groups procedures and evidences collection: D14_Annex 2_SALM AWARENESS_YOUNG PEOPLE.

For Employers

Table 11: Awareness Phase Session with Employers: How can employers attract young people?

Aiming to analyse and to reflect about how employers from the social services and senior tourism sectors can attract young people	
1.1.	**INTRODUTION: General Information regarding the exercise**
a)	SALM Project brief presentation about the young people population (if necessary)
b)	Employers/Participants brief presentation
1.2.	**MAIN TOPICS:**
	How can you attract young people to work with you? Please reflect about: - Young staff qualification - Improvement of services provided *Which tools do you have/use to attract young people?* Please reflect about: - Social media - Networking - Human resources management/people sharing

Tool for evidences collection: D15_Annex 2_SALM AWARENESS_EMPLOYERS.

For Educators, Employment and Training Counsellors

Table 12: Awareness Phase Session with Employment and Training Counsellors: Which strategies can you promote to support young people searching for a job in the social services and senior tourism sectors?

Aiming to analyse and to reflect about how Educators, Employment and Training Counsellors can support young people searching for a job in the social services and senior tourism sectors	
1.1.	**INTRODUTION: General Information regarding the exercise**
a)	SALM Project brief presentation about the social services and senior tourism sector (if necessary)
b)	Counsellors/VET Providers/Universities participants brief presentation
1.2.	**MAIN TOPICS:**
	1. To reflect about the concept of self-employment strategies in the social services and senior tourism. 2. How to support young people becoming self-employed in the social services and senior tourism areas? 3. To reflect about the concept of entrepreneurship in order to support young people best profile to further match the labour market needs. 4. How to support young people becoming entrepreneurs in the social services and senior tourism areas? 5. To reflect about the opportunities of young people in in social services and senior tourism sector and the creation of sustainable value.

Tool for collection: D16_Annex 2_SALM AWARENESS_COUNSELLORS.

3.3. Matching phase

As previously referred, the matching phase aims at contributing to match young people profile with the social services and senior tourism sectors demands.

According to the table 2: Model Proposal _ Main Contents, during the matching phase:

Method	Phases	Target groups		
		Young people	**Employers**	**Educators, employment and training counsellors**
Intervention	Matching phase	To match students profile with the competences needed by the social services and tourism sector and «how to prepare young people to work in social services and senior tourism sector».	To organise events in companies with students, aiming at integrating and retaining young people for voluntary or/and paid work as: «shadowing and volunteer programs, visits to companies and organize internships.	To match students and companies in social services and senior tourism sector. To guide young people in further studies the field of social services and senior tourism sector.

For Young People

After passing through the screening phase (identification of potential young targets and their selection for the program) and the awareness phase where young people get to know better the kind of competences needed to work in the field of social services and senior tourism(basically, after the exposure of young people to content and examples of success in social work and in the senior tourism field) we are in the

process of connecting both parts, the part of the offer, the young people, skilled and unskilled, with experience of paid and/or volunteer work, with the available jobs within the identified sectors, in public entities and private organisations, NGOs, etc.

We are aware that the high level of unemployment among young people increases the competition for a paid job or even for an internship in an organisation. For those reasons, young people should be prepared for all adversities. Training in social and soft skills is a key element in this process; those are the differentiating competencies that can enable young people to go further. Technical and specialised skills and competences are also important aligned with some maturity and life experience. We are all aware that it's difficult to young students/trainees to enter into the world of work after leaving schools and training centers, and even after the university. Our responsibility as educators, family members, trainers/teachers, tutors/mentors/counsellors, is to guide and mentor then to proper options.

Table 13: Matching Phase Session with Young People: Imagine you are working in the field of social services/senior tourism

Aiming to prepare young people to work in the social services and senior tourism sectors	
1.1.	**INTRODUTION: General Information regarding the exercise**
a)	SALM Project brief presentation the other phases of the model (if necessary)
b)	Young people/Participants brief presentation
1.2.	**MAIN TOPICS:**
	1. Step – How to prepare your CV? Please reflect about: - How to prepare your CV – competences, relevant working experience, your investment in education and training - Share good examples with your colleagues

2. Step – Please invite persons with experience working in the fields of social services/senior tourism.

Please reflect with them about:

- Competencies they have, education level, relevant professional or volunteer experiences that contributed to their choices,
- Best companies/organisations to provide young people a working experience, in own country and also abroad.

3. Step – Imagine you were selected to work in the social services/senior tourism sectors, how to start?

Please reflect about:

- How to prepare an action plan in order to get the most profit of this experience?

  How to present myself? Who should I consult in case of doubts? How to behave in the team? Compliance with rules and schedules, etc.

Tool for focus groups procedures and evidences collection: D14_Annex 3_SALM MATCHING _YOUNG PEOPLE.

Table 14: Awareness Phase Session with Employers: Which initiatives can we promote to attract young people?

Aiming to analyse and to reflect about how employers integrate young people	
1.1.	**INTRODUTION: General Information regarding the exercise**
a)	SALM Project brief presentation about the young people population (if necessary)
b)	Employers/Participants brief presentation
1.2.	**MAIN TOPICS:**

	Which strategies do you have to integrate and retain young people to work with you?
	
	Please reflect about:
	
	    o To know how to organize « shadowing programs».
	
	    o To know how to prepare «open days».
	
	    o To know how to prepare visits to companies.
	
	    o To know how to organize an internship that gives to young people an idea about the main competences in the sector.

Tool for collection: D15_Annex 3_SALM MATCHING_EMPLOYERS.

For Educators, Employment and Training Counsellors

Table 15: Matching Phase Session with Educators, Employment and Training Counsellors: How to guide young people in further studies the field of social services/senior tourism sector?

Aiming to analyse and to reflect about how to guide young people further studies	
1.1.	**INTRODUTION: General Information regarding the exercise**
a)	SALM Project brief presentation (if necessary)
b)	Educators, employment and Training Counsellors/Participants brief presentation
1.2.	**MAIN TOPICS:**

How to support young people to continue studying in the field of social services and senior tourism sector in our country?

　　Please reflect about:

- Best training offer available (requirements, time to invest, resources available, budget, outcome profile)
- How to supplement this investment with professional experiences? Or voluntary work experience?

How to support young people to continue studying in the field of social services and senior tourism sector abroad?

　　Please reflect about:

- Best mobility experience and training offer available (requirements, time to invest, resources available, budget, outcome profile)
- How to get proper credits to their future carrier?

Tool for collection: D16_Annex 3_SALM MATCHING_COUNSELLORS.

3.4. Evaluation phase

During the evaluation, users react about their satisfaction level with the SALM intervention as well as regarding the added value about the methodology application.

According to the table 2: Model Proposal _ Main Contents, during the guidance phase:

Method	Phases	Target groups		
		Young people	**Employers**	**Educators, employment and training counsellors**
Evaluation	Guidance phase	To evaluate how students perceived the added value of the SALM initiative and reflect about the outcomes of their participation in the initiative.	To evaluate how employers and entrepreneurs/responsible perceived the added value of the SALM initiative.	To evaluate how educators, employment and training counsellors evaluate the satisfaction level with the preparatory seminar and perceived the added value of the SALM initiative.

For Young People, Employers, Educators, Employment and Training Counsellors

At the end of the intervention phase, it's important to collect information regarding the level of satisfaction with the program. Another tool to use is the questionnaire regarding the users' perception about the added value with the overall intervention.

Organisations can use the SALM tools for evaluation or event to use their own questionnaires.

Table 16: Guidance Phase Session with all target groups: How users evaluate their satisfaction level with the intervention?

Reaction Evaluation Questionnaire: satisfaction level
1. The topics were relevant and appropriate?
2. The information was relevant to improve your knowledge about social services and senior tourism?
3. The information can help to identify point of improvement in your profile/organization?
4. Do you consider necessary to detail some topics presented in further actions?
5. How do you classify the facilitators of SALM project?
6. The intervention duration was appropriate?
7. The documentation provided was relevant?
8. The divulgation of the SALM Project was appropriate?

Table 17: Guidance Phase Session with all target groups: How users perceive the added value of the intervention?

Perception of the Intervention Added Value: What changed for beneficiaries?
1. What can change more in the future after this intervention?
2. Has all the changes been positive?
3. Has anything changed that you weren't expecting?
4. How long do you think this intervention can last?
5. Can you put these changes in priority order of how important they are to you? Which are worth most/least to you?
6. What other ways might you achieve the same changes?
7. What would have happened if you hadn't been able to use this methodology?
8. Other comments and suggestions?

Another type of evaluation is the advisory board evaluation (external evaluation) and impact of results (SWOT analysis with beneficiaries).

Table 18: Guidance Phase Session with all target groups: How to evaluate the impact of the results?

The SWOT analysis can be used as evaluation method. The aim is to identify with SALM participants the strengths, weaknesses, opportunities and threats with the entire initiative, model, instruments and «training» actions.

The SWOT analysis method takes the information from an environmental analysis and separates it into internal (strengths and weaknesses) and external issues (opportunities and threats).

Tools for collection:

D14_Annex 4_SALM GUIDANCE_YOUNG PEOPLE; D15_Annex 4_SALM GUIDANCE_EMPLOYERS; D16_Annex 4_SALM GUIDANCE_COUNSELLORS.

For Stakeholders' evaluation (advisory board evaluation)

At the end of the testing, we should request the stakeholder's feedback.

Table 18: Guidance Phase Session with Stakeholders: How do you evaluate the SALM Model?

Aiming to analyse and to reflect about how stakeholders and advisory board members perceived the SALM added value	
1.1.	**INTRODUTION: General Information regarding the exercise**
a)	SALM Project brief presentation (if necessary)
b)	Stakeholders and advisory board members brief presentation
1.2.	**MAIN TOPICS:**

Which aspects of the SALM Model have you reviewed/discussed?

Toolkit elements	Yes/No
SALM model	
Screening phase	
Awareness phase	
Matching phase	
Guidance phase	
D14 - Toolkit for Young People	
D15 - Toolkit for Employers	
D16 - Toolkit for Employment and Training Counsellors	
Other elements (please specify):	

FEEDBACK AND VIEWS on SALM Model/Toolkits

1) Please provide your point of view on the general quality and usability of the SALM model and the toolkits.

Tool for collection: D16_Annex 3_SALM MATCHING_STAKEHOLDERS.

4. Conclusions and Reflections

The importance of soft skills is often recognized by employers. It is a topic that is considerably essential, at the human resources' departments of social services organisations and senior tourism entities, because these organisations know well that people can make the difference!

In this fast changing global economic scenario, soft skills are a competitive advantage for the employee and for the employer. For young people looking for a job, searching for an internship or for an opportunity to get some professional experience, it's important that they have an opportunity to "see and get in touch with" the labour world, that they have an opportunity to improve their profile through some work based experience which gives them the opportunity to know more about the sector, how to improve services, to learn about the activities they like to do and also the tasks they are unlikely to do for the future.

Similarly important for employers are the recruitment and integration of young people. They can bring other dynamic and energy forces, with more qualifications and other views of the market and services provided. In the social services and senior tourism sectors the social dimension and soft skills are even more important since we are connecting with people (with special needs, with some limitations, etc.) for which there may still be an active social role in contemporary society.

Hence, in the future, business sectors, education and training systems should make it their concern to support prospective new recruitments which encourage or give greater emphasis to these soft skills, as a fundamental tool on the preparation of

young people to the labour market. The role of employment and training counsellors is also to promote this link between the offer and the demand.

Employment and training counsellors, VET Providers and Universities are in a good position to guide and to support young people finding their best job opportunities. These professionals also have a role in the interaction with employers, raising awareness and guiding them into the benefits resulting from investing in people. However, if soft skills are not already part of the actual education and training offer, they can be acquired later as well, at the workplace, with tutors' supervision and guidance.

In any case, engaging with this topic of identifying the effectiveness (through focus groups, coaching sessions, interviews, case studies) of the different measures (good practices in partner countries) adopted to fight the mismatches in competences in social services and senior tourism sectors, the toolkits and the battery of tools and indicators to be tested during the SALM Project, contribute to improve a model of incorporating the success factors of the education and training actions in order to assure the adequate competences of young people to the labour market.

The toolkits were designed in 4 phases (screening, awareness, matching and guidance), and while doing the testing, the effort should be on following the correct steps, making good analysis and reflection, and providing sustained support for the methodology application and if necessary, improve it and report on those improvements.

The toolkits beneficiaries received the instructions and materials beforehand as well as the information regarding the time expected to be spent during their use. For example, one can use the materials prepared to advertise the toolkits for young people,

employers and employment and training counsellor (chapter 4), aiming to involve such different target groups.

On the other hand, it is also important to note that these materials were improved after the application. In synthesis, the toolkits for young people, employers, educators, employment and training counselors aim to improve young people competences and employability within two sectors with employability potential as well as to reinforce young people self-employment and entrepreneurship skills.

In perspective, the objective of the toolkits was to prepare the materials to be used by beneficiaries, including key success factors; to involve young people showing gaps between skills and competences provided by the VET systems and the competences needed by the labour market; to motivate employers; to participate in the project (with a focus on those who are sensitive to the advantages of young staff integration in the social services and senior tourism sectors); to provide arguments and tools to educators, employment and training counsellors who want to organize informative and coaching sessions to promote the contact between offer and demand; to compare partner countries approaches in fighting skill mismatches and to reflect about their impact in youth participation in lifelong learning initiatives. Finally, we presented the toolkits to different stakeholders in order to find new approaches to solve the mismatches problems with this methodology or with others.

Precisely from stakeholders' feedback during the project, at the Advisory Board meetings and focus groups (aiming to determine future youth competencies to meet the needs of the labor market in social services and tourism services for the elderly and identifying existing discrepancies in national qualifications framework for a better understand the impact of the activities of both sectors undertaken in the field of youth employment); the validation and exploitation activities as well as during the dissemination events emerge **the potential of transferability and add value of the**

toolkits at national level. By doing so, the European added value for the project and for beneficiaries who used the model and tools in a context outside of the project, was significantly exceeded also. From the perspective of the internal evaluation the toolkit presented is a valid operationalization of the general model: «It focuses on the core issue of improving the matching between employers and students, facilitated by trained counselors».

They are, nevertheless, the next steps of potential future research activities to improve the toolkits or to give different application angles as:

- Matching young people with employers and the promote the awareness' of young people professional identity and the improvement of management skills and positions;
- Get young people into work and training as a permanent basis and how VET providers can promoter a better their contacts with employers;
- Follow the work value proposed by social economy organizations and continuous work place learning depends of the employee value position.

In synthesis, a consolidated version of the model suggested by stakeholders raised the issue of long pathways and professional profiles for each student – learning can be parallel track into the job learning tasks. Experts recommended including the perspective of the «work value proposal in the social economy and continuous work place learning experiences which depends on the employee value position».

Further insights in order to improve SALM model are the inclusion and development of the following concepts and perspectives as:

- **Work based learning** such as internships; volunteer experiences; showed programs; apprenticeship courses; are all experiences for young people to get

in contact with employers and to experiment professional experiences and roles.

- **Job induction program** should be added as a next modular session of the model, particularly target to young people. The program should be linked to the «employability consortium» created with the community based offer, supported by local agents and with mentoring supervision. The formal and non formal education based in peer mentoring and entrepreneurship sessions is a guarantee for the SALM Model success. Young people who follow a mentoring program of peer mentoring, defined with a sequential process of capacitation, increasing key skills – skills identified by employers.

- **The SALM Model should reinforce soft skills/ transversal skills as:** personal qualities (emotional intelligence, discipline and persistence, responsibility, initiative, assertiveness, positive vision and self-control, conflict management, resilience), communication skills (languages, listen to others, communicate own ideas), human relations (sharing information, team work, building relationships, be able to listen) and balance between personal and professional.

- **Further applications of the SALM Model should also pay attention to the System of Qualifications,** as skills and certifications mechanisms; emphasis of the training in association with the company organizational development; working at organization management level and quality sustainability to work company, as the adjustment of training to the need of (re)qualifications, job creation and entrepreneurship.

- **Improve training of the educators/employment counsellors/ tutors and the** creation of a system of accreditation for training counsellors and tutors in companies to support those specialists in the integration of young people, in particular, students/trainees coming from vulnerable situation.

5. Annexes

D14 - Toolkit for Young People

D14 - Annex 1 SALM SCREENING _ YOUNG PEOPLE

D14 - Annex 2 SALM AWARENESS _ YOUNG PEOPLE

D14 - Annex 3 SALM MATCHING _ YOUNG PEOPLE

D14 - Annex 4 SALM EVALUATION _ YOUNG PEOPLE

D15 - Toolkit for Employers

D15 - Annex 1 SALM SCREENING _ EMPLOYERS

D15 - Annex 2 SALM AWARENESS _ EMPLOYERS

D15 - Annex 3 SALM MATCHING _ EMPLOYERS

D15 - Annex 4 SALM EVALUATION _ EMPLOYERS

D16 - Toolkit for Employment and Training Counsellors

D16 - Annex 1 SALM SCREENING _ COUNSELLORS

D16 - Annex 2 SALM AWARENESS _ COUNSELLORS

D16 - Annex 3 SALM MATCHING _ COUNSELLORS

D16 - Annex 4 SALM EVALUATION _ COUNSELLORS

6. Terminology

By alphabetic order:

Alternatives: «diverse options of materials application.

Annex: detailed information about the tools, who should be involved/participants, how to use it, other materials to explore.

Awareness phase: – the main goal is to raise target groups ability to perceive, to feel, or to be conscious of job opportunities in the social services and senior tourism sectors. The level of consciousness can be won through the perception of benefits and cognitive reaction to problem solving events.

Coaching sessions: dealing with conflicts, interaction and collaboration with peers, cooperation and team working, sharing of information.

Entrepreneurial leadership: to achieve a common goal using proactive entrepreneurial behavior by optimising risk, innovating to take advantage of opportunities, taking personal responsibility and managing change within a dynamic environment for the benefit of the organisation.

Evaluation phase: reaction evaluation and added value perception (during the methodology application), advisory board evaluation (external evaluation) and impact of results (SWOT analysis with beneficiaries).

Toolkits advertise: How to advertise the toolkit near target groups.

Toolkits goals: The tools address by target groups.

Improvement: Increase young people skills and competencies in social services and senior tourism sector.

Job opportunities: to increase employability of young people in social services and senior tourism sector.

Matching phase: the main goal is to contribute to match young people profile with social services and senior tourism sector demands, as well to learn how employers can do to attract and retain young people in those two sectors; how employment and training counsellor can do to guide young people to further studies in those two sectors.

Key words/notes: job opportunities in the social services and senior tourism area; potential of the approach confirmed by research in the partner countries.

SALM Project general information: aims at contributing to the development of innovative approaches and specific instruments for the reduction of the youth unemployment rate equipping people with the right employability skills which are considered crucial for the 2020 Strategy employment targets, for a better social inclusion, and for the effective participation in LLL.

Screening phase: the main goal is to select trainees/students for the program/intervention as well employers. The screening tool can be used to appraisal soft skills in social services and the senior tourism sectors.

Regarding employment and training counsellors, at this phase, the main goal is to reflect with than about self-employment and entrepreneurship in social services and senior tourism sector.

Self-employment: the act of generating one's income directly from customers, clients or other organizations as opposed to being an employee of a business (or person).

Self-employed people generally find their own work rather than being provided with work by an employer, earning income from a trade or business that they operate.

Social services: In the EU, social services include the following areas: social security; employment and training services; social housing; child care; long-term care and social assistance services.

Soft skills: the core skills for professionals working within the social services and senior tourism sector as personal qualities/attributes, communication skills and human relations and interpersonal skills; competences essential to be acquired and developed within any learning pathway (formal/non formal) leading to Social Services and Senior Tourism Qualifications .

Testing phase: near young people; employers and entrepreneurs (social enterprises, ONGs, Foundations, etc.) from social services and senior tourism sector as well as employment and training counsellors coming from guidance services offered by VET providers/employment services/Universities (those services, depending on the countries and situations can be provided by counsellors, trainers, teachers, experts, etc.).

Toolkits development: framework and the description of the different situations in terms of competences of the unemployed young people regarding the mismatches related to the labour market needs; the description of the methods of diagnosis, intervention and evaluation of

results; a set of indicators to each phase (diagnosis, intervention, evaluation/impact of results).

Toolkits materials: The tools address by materials.

Tourism sector: Senior citizens (55 years old and over) represent around 25% of the European population. They have both purchasing power and leisure time, thus representing a significant economic market potential. http://ec.europa.eu/enterprise/sectors/tourism/tourism-seniors/index_en.htm

Training approaches: Innovative training approaches as cost effective, motivating, reward driven and focused on relevant contents.

Concepts

Assertiveness

Is the quality of being self-assured and confident without being aggressive; It is a learnable skill and mode of communication.

Dorland's Medical Dictionary defines assertiveness as: "a form of behavior characterized by a confident declaration or affirmation of a statement without need of proof; this affirms the person's rights or point of view without either aggressively threatening the rights of another (assuming a position of dominance) or submissively permitting another to ignore or deny one's rights or point of view".

http://en.wikipedia.org/wiki/Assertiveness

Emphaty

Is the capacity to share or recognize emotions experienced by another sentient or fictional being; one may need to have a certain amount of empathy before being able to

experience accurate sympathy or compassion
http://en.wikipedia.org/wiki/Empathy

Hierarchy

A hierarchy (sometimes abbreviated HR) can link entities either directly or indirectly, and either vertically or horizontally. The only direct links in a hierarchy, insofar as they are hierarchical, are to one's immediate superior or to one of one's subordinates, although a system that is largely hierarchical can also incorporate alternative hierarchies. Indirect hierarchical links can extend "vertically" upwards or downwards via multiple links in the same direction, following a path. All parts of the hierarchy which are not linked vertically to one another nevertheless can be "horizontally" linked through a path by traveling up the hierarchy to find a common direct or indirect superior, and then down again. This is akin to two co-workers or colleagues; each reports to a common superior, but they have the same relative amount of authority. Organizational forms exist that are both alternative and complementary to hierarchy.

http://en.wikipedia.org/wiki/Hierarchy

Self-control

Self-control is the ability to control one's emotions, behavior, and desires in the face of external demands in order to function in society. Self-control is essential in behavior to achieve goals and to avoid impulses and/or emotions that could prove to be negative. In behavior analysis self-control represents the locus of two conflicting contingencies of reinforcement, which then make a controlling response reinforcing when it causes changes in the controlled response.
http://en.wikipedia.org/wiki/Self_control

Teamwork

Teamwork is "work done by several associates with each doing a part but all subordinating personal prominence to the efficiency of the whole". In a business setting accounting techniques may be used to provide financial measures of the benefits of teamwork which are useful for justifying the concept. Teamwork is increasingly advocated

by health care policy makers as a means of assuring quality and safety in the delivery of services.

Elsewhere teamwork is defined as "those behaviours that facilitate effective team member interaction," with "team" defined as "a group of two or more individuals who perform some work related task, interact with one another dynamically, have a shared past, have a foreseeable shared future, and share a common fate."

http://en.wikipedia.org/wiki/Teamwork