



Skills and Labour Market to Raise Youth Employment

Final Report

Public Part

Project information

Project acronym: SALM
Project title: Skills and Labour Market to Raise Youth Employment
Project number: 527690-LLP-1-2012-1-PT-LEONARDO-LMP
Sub-programme or KA: Leonardo da Vinci
Project website: SALM-project.com

Reporting period: From 01/12/2012
To 31/03/2015
Report version: V1.0
Date of preparation: 08/04/2015

Beneficiary organisation: Universidade Católica Portuguesa

Project coordinator: Roberto Carneiro
Project coordinator organisation: Universidade Católica Portuguesa - CEPCEP –
Centro de Estudos dos Povos e Culturas de
Expressão Portuguesa
Project coordinator telephone number: +351-217214133
Project coordinator email address: cepcep@fch.lisboa.ucp.pt

This project has been funded with support from the European Commission.

This publication [communication] reflects the views only of the author, and the Commission cannot be held responsible for any use which may be made of the information contained therein.

© 2008 Copyright Education, Audiovisual & Culture Executive Agency.
The document may be freely copied and distributed provided that no modifications are made, that the source is acknowledged and that this copyright notice is included.

Executive Summary

Youth constitute an important component of a nation's future. They represent its citizens, educators, political leaders, workers, entrepreneurs, academics, doctors, innovators, and artists. Building the capacity and realising the potential of youth should be a major policy goal of our education and training systems. In this regard, life-long learning plays an important role in enhancing our societies' sustainable future as it enables learners to obtain the knowledge and understanding, skills and competences, attitudes and values, needed for their personal development. These attributes are, as many SALM stakeholders argue, main assets to assist youth in the transition to productive and meaningful life, insofar as they foster youth's positive attitudes towards the challenges of co-operation, (self-) employment and entrepreneurship.

In 2014, according to Eurostat, 5.1 million youths (under 25) were unemployed in the EU28, of whom 3.4 million were in the euro area; while the youth unemployment rate hit 22.2% in EU, the equivalent figure varied a great deal between Member States (MS): Spain (53.2%), Greece (52.3%), Italy (42.7%), Portugal (34.8%), France (24.1%), Romania (24%), Poland (23.9%), UK (16.9%), Malta (12%) and Germany (7.7%). The high rates of youth unemployment are signs of major structural issues, such as skills mismatch, lack of education or training (or both), and barriers to mobility, etc¹.

Sharp increases in youth unemployment and underemployment have built upon long-standing structural obstacles that are preventing many youths in EU countries from either developing the skills they need or being able to use them in an effective way through a successful transition from school to the labour market. Econometric evidence presented in Hobijn and Şahin (2012)² shows that the recent increase in unemployment in US, Portugal, Spain and UK can be attributed to skill mismatches.

¹ See David N. F. Bell, and David G. Blanchflower, 2011a - Youth and the Great Recession, Oxford Review of Economic Policy 27: 241–67 and 2011b - Youth Unemployment in Europe and the United States, Nordic Economic Policy Review, no. 1: 11–38. See also, Special Report by Financial Times, Investing in Youth, Friday January 24, 2014; in the article The World risks losing the next generation, it is stated that “*Youth are three times more likely to be unemployed than older people*” and in the article Without the right skills, qualifications prove academic, “There is a mismatch between qualifications and skills. “Guidance, guidance, guidance is the key to help youth choose their field of study and be informed about what opportunities there are in the labour market,” says Stefano Scarpetta from OECD.

² Bart Hobijn and Ayşegül Şahin (2012), Beveridge Curve Shifts across Countries since the Great Recession, Paper presented at the 13th Jacques Polak Annual Research Conference, for example, in pg 3 “We find that skill

The latest Eurostat Population projection exercise up to 2060 was analysed by the Commission (2014) in The 2015 Ageing Report. This new report sees no changes in major trends of progressive ageing in Member States; one of the driving force of this phenomenon has been the fall in total fertility rates³ in Member States for many decades. Notwithstanding a recent rebound in many countries, the trend remains well below the replacement level⁴ in most EU countries; moreover, increasing life expectancy, a welcome sign of social welfare and of scientific progress, “contributes” also to the ageing process⁵.

Hence, family structure and size have changed over the past few decades in most EU countries, moving towards smaller units and away from the extensive family type. These developments have significant impacts on (current and future) informal family support networks; they are coming under pressure as the declining number of children will lead to a reduction in future informal carers needed to cater for the younger segments while registering an increasing demand of carers to attend the needs of the expanding elderly population. Our societies are introducing innovative ways to help informal carers.⁶

Cedefop⁷ forecasts that by the year 2020 almost three quarters of total jobs in the EU-25 will be in services; employment in non-market services (especially in the healthcare and social service sectors) is expected to increase slightly in excess of 4.7 million. According to Eurostat data, social services employ about 10% in 2010 and close to 11% in 2014 of the total workforce. There is, therefore, a real need to provide NEETs and youth in general with the right skills to find a job and achieve labour market experience in these sectors.

mismatch, resulting from a housing bust and a disproportionate decline in construction employment, is likely to be the main cause of the shifts in Portugal, Spain, and the U.K.”

³ The total fertility rate represents the number of children that would be born to a woman if she were to live to the end of her childbearing years and bear children in accordance with current age-specific fertility rates. (see <http://data.worldbank.org/indicator/SP.DYN.TFRT.IN>)

⁴ The fertility “replacement level” is defined as the cohort fertility rate of 2.1 children per woman, which would ensure the replacement of the previous generation, and therefore population stability, assuming no net migration and no change in mortality rates.

⁵ See also Eurostat (2012), Active ageing and solidarity between generations — a statistical portrait of the European Union.

⁶ Roberto Carneiro et al (2012), O Envelhecimento da População: Dependência, Ativação e Qualidade, available at http://r.duckduckgo.com/l/?kh=1&uddg=http%3A%2F%2Fwww.ces.pt%2Fdownload%2F1483%2FRelatorio%2520Final_UCP_ago%25202012.pdf

⁷ Cedefop, 2008, Future skills needs in Europe — Medium-term Forecast Synthesis, available at http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/485/4078_en.pdf. See also, A. Simonazzi, 2009, “New Skill For New Jobs? Status Quo And Perspectives For The Elderly Care Sector In Europe”, in *European Employment Observatory (EEO)*

One important area of EU initiatives to tackle youth unemployment and NEET issues has been to make VET more attractive and to encourage MS to adopt and to adapt best practices from other EU countries. In 2010, the Bruges Communiqué⁸ identified the existing and future challenges in European cooperation on vocational education and training; key short-term and long-term deliverables by MS were spelled out, within a global vision for education and training in 2020.

Building attractive and inclusive European VET systems were the main strategic objectives of the Bruges Communiqué, consisting of high quality initial VET (IVET), easily accessible and career-oriented continuing VET (CVET), as well as flexible systems of VET based on a learning outcomes approach. Other key transversal objectives identified were greater involvement of VET stakeholders and increased cooperation between VET policy and other policy areas. According to research, VET graduates display better employment prospects in countries where work-based learning is a strong component of VET programmes.

In Portugal, the programme *Impulso Jovem*⁹ includes measures to help youth to find a job, to further (or return) to education and training, and to benefit from paid internships. It provides subsidies to private companies which, for six months or longer, hire individuals registered in the IEFP database or at professional training centres and establishes mandatory training in the workplace, which is to be provided by the hiring companies. At the end of December 2014¹⁰, there were 70 498 interns in Portugal managed by IEFP (Portuguese Public Employment Services). Targeted at NEET in Portugal, the Active Youth Employment (*Emprego Jovem Activo*) programme was launched in July 2014. The programme's remit is to facilitate the social insertion of youth who have not completed compulsory education (12 years). Under the supervision of qualified individuals, selected low-qualified youths are invited to contribute to a project for six months in an environment of peer learning in order to develop professional, social and emotional skills, v.g. the ability to meet deadlines, to collaborate with others and to work autonomously.

Aimed at raising the responsiveness and adaptability of VET systems to emerging needs, Portugal's National Catalogue of Qualifications¹¹ constitutes an important management tool;

⁸ Latest step of the Copenhagen Process launched in 2002.

⁹ Created by the *Resolução do Conselho de Ministros* nº36/2013, de 4 de junho (Portuguese Government Resolution nº36/2013). The official website is <https://www.garantiajovem.pt/>. Public Employment services centre in major towns and cities in Portugal (IEFP), local NGO or school and Gabinete de Inserção Profissional from local council services provide the physical locations to implement the measures of Garantia Jovem.

¹⁰ IEFP, 2014, Relatório de Execução Física e Financeira (Dezembro), pg 13, Inserção Profissional.

¹¹ Portugal set up the National Qualifications System (NQS) in 2007, a framework for the relationships and linkages between education, professional training and employment. It also created new organisational structures

it is a repository of strategic and relevant qualifications targeted at the country's economic and social development (ANQEP¹², 2014). The catalogue includes alternative responses to sectoral, regional and even local specificities with the creation of different sets of optional Short Duration Training Units, which are designed to meet local and regional needs. Responsibility for the updating of qualification descriptors in the catalogue lies mainly in the hands of the Sector Councils for Qualifications and the entities of the National Qualifications System, through the Open Model of Consultation (*Modelo Aberto de Consulta*) created by ANQEP.

Recent active youth employment and training policies are *Opportunities for All* and *The Glasgow Youth Employment Partnership*¹³ in Scotland, *Job Experience Scheme* in Malta, *Giovani Sì* in Tuscany and *Emprendimento y auto empleo* in Spain. On the demand side, the following policies were recently enacted to reduce youth unemployment and raise human capital with training assets: Tax incentives (PT, Tuscany), Salary compensations (PT, Tuscany, Malta), *Estímulo 13* (Portugal), Micro-credit (PT, Scotland, Tuscany), Third sector — social economy (PT, SP, Scotland, Tuscany), Work readiness programs (Malta, Portugal, Scotland).

Skills, SALM Model and Toolkits

The SALM project investigated: (1) the new occupations in the senior tourism and social services sectors; (2) bridging the information gap (youth lack information concerning the job potential in these sectors); (3) tests on youth skills gap; (4) evidence on entrepreneurs' needs and their recruitment/internship policies and other matching activities; (5) counselors' needs and their role in introducing youth to jobs prospects in these sectors; and (6) evidence from pilot projects in order to check and improve the tools proposed in the project.

and instruments, namely ANQEP; the National Catalogue of Qualifications (NCQ), the training providers' network; CQEP network; and the Sector Councils for Qualification (CSQ).

¹² Agência Nacional para a Qualificação e o Ensino Profissional - National Agency for Qualification and Vocational Education and Training.

¹³ Draw on the piloting of the Scottish Activity Agreements programme to meet the needs of youth identified as at risk in their penultimate year of compulsory education. The programme provides coaches who work with youth on a one to one basis. The feedback and results of this initiative in Glasgow have been encouraging. The national evaluation of the pilots shows that the city has undertaken more agreements than any other area and with a higher rate of success – 48% of the city's 601 participants have achieved positive outcomes as a result. OECD (2014), *Job Creation and Local Economic Development*, <http://dx.doi.org/10.1787/9789264215009-en>.

The results from Case Studies and Focus Groups¹⁴ (WP3) showed that Soft Skills were referred as core skills for professionals working in senior tourism and social services¹⁵. In particular, personal qualities/attributes (self-control, assertiveness, initiative, responsibility, etc.), communication skills (referred as strategic) and human relations and interpersonal skills (coaching, conflicts resolution, interaction and collaboration with peers, cooperation and team working, sharing of information) are regarded as essential skills and competences. They ought to be acquired and developed within any learning pathway (formal/non formal) leading to Social Services and Senior Tourism Qualifications (PT).

Soft skills, like communication, team work, bearing responsibility, time management, are considered key features which youth lack (UK). Moreover, specific skills that are considered essential requisites to work in the social care sector are equally missing, i.e. competences to deal with psychologically frail individuals; they would also lack the emotional competences to tackle high risk situations.

There is a mismatch issue in both youth's lack of information and competences needed for the social sector and senior tourism jobs. Skills mismatches in SALM labour markets have been growing, with different origins such as:

- 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 impair workers and businesses who aren't provided with a balanced 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 are continually influenced by traditional gender distortions (for instance, in choices regarding STEM streams) which constitute one root cause of skills shortages, for example in technical occupations.

These issues require better cooperation between educational institutions and employers from the social sector and tourism, employing internships, information activities, branding. They signal serious market failures as well, leaving room for public policies to intervene. Hence, educators and job counsellors need a practical toolkit to improve youth's competences as well

¹⁴ The main participants in Focus Group were: Employment services experts, Education and Vocational Formation Experts, Labour Agencies experts, Associations of the target group Social Partners, Experts for Tourism, Experts of Social Services, Local Authorities, Trainers and Entrepreneurs in social services, Youth associations, Counsellors and Policy makers.

¹⁵ According to OECD (2015a), social and emotional skills, such as self-control and self-motivation, have impact on earnings, health, engagement in violence and many other life outcomes. The importance of soft skills is in line with the European Key Competences Framework, namely, the skills such as learning to learn, initiative and entrepreneurship.

as self-employment and entrepreneurship skills. In particular, SALM addressed toolkits intended to assist youth, employers and employment and training counsellors, providing a diagnostic tool for the new and basic skills required/needed for jobs in the two targeted sectors; specifically, for the educators and training counsellors, several tools were made available to conduct their counselling approaches with youth, employers and entrepreneurs, at large.

In the SALM project, we consider that youth demands access to good quality information on: (i) career options, (ii) skills they need to be successful in the workplace, and (iii) educational pathways and where they lead to. These include not only information about likely labour market demands but also “reality checks” information on what different jobs actually involve. Therefore, the SALM model was built on the basis of the results from: (i) partners’ analysis of the situation, (ii) partners’ active measures put in place concerning youth employment, (iii) results from case studies and focus group activities, (iv) feedback from national Advisory Board, and (v) results collected from good practices and pilot projects undertaken. The model finally proposed considers both using more work based learning and strengthening of interfaces between employers, on one hand, and students and educators, on the other, in line with recommendations by the European Commission to strengthen the role of internships and apprenticeships.

Regarding internal evaluation the model developed represents a qualitative leap in the perception of a state of the art matching process; furthermore, the perception of the role of educators and training providers was accounted for including a strong element of facilitation in future transition processes.



The **model integrates the following phases**: Screening Phase, Awareness Phase, Matching Phase and Evaluation Phase, targeted to youth, employers and educators and employment and training counselors (3 target groups).

The application of the SALM model in real tests was supported by specific tools, the toolkits, for each target group of intervention, namely, youth, counsellors and entrepreneurs.

The SALM toolkits have a common framework consisting of three points: (i) the description of competences and attitudes of the unemployed youth, regarding the mismatches related to

the labour market needs; (ii) the description of the methods of diagnosis, intervention and evaluation of results; (iii) a set of indicators for each phase (diagnosis, intervention, evaluation/impact of results).

The toolkit for the youth includes:

- i) A diagnostic tool;
- ii) A supportive instrument for evidence collection;
- iii) A framework on the development of training in a work context environment.

The toolkit for the entrepreneurs includes:

- i) A diagnostic tool;
- ii) A supportive instrument (manual) to detect new competences needed for organisations.

The toolkit for employment counsellors for training and labour integration includes:

- i) Methodological guidelines for new competences and self-employment as well as entrepreneurship competences;
- ii) A supportive tool for the role of the counsellors as a facilitator element to the new job opportunities for youth.

In total, the SALM model of intervention is supported by the toolkit manual and 12 specific annexes. The toolkits support the model-intervention concerning the integration of youth in the labour market through the improvement of their competences in line with the labour market needs and the qualification frameworks from social services and tourism sector. The toolkits were elaborated, involving partners and integrating feedbacks. The feedback from stakeholders has been positive (Advisory Board in partner countries).

In fact, the toolkits were revised several times as experience accumulated with Advisory Board discussions, focus groups with youth, counselors and entrepreneurs. In this regard, Fundación Ronsel made extensive test of the Toolkits screening phase with youth prior to the Pilot Project application.

Pilot Project

SALM partners implemented the main phases of the SALM model (screening, awareness, matching and guidance), taking into consideration the specific experience of the organisation and also the main trends in youth unemployment:

- Glasgow Caledonian University (United Kingdom) focused their research on the screening and awareness raising phases with youth involving employers from the social care sector.
- Fundación Ronsel (Spain) and the Spanish experts started by approaching the topic from the viewpoint of counselors on employment. The Spanish approach was based on the direct contact of professionals with youth who are trying to get into the labour

market for the first time or, who are trying to return after a period of training or unemployment.

- Institute of Tourism Studies (ITS, Malta) had an approach based on youth employability departing from a “*horizon projection of what the situation might be within five years*” in the two sectors. Malta confronted with youth vulnerabilities in the labour market due to the lack of experience. ITS also considers that youth mobility and intergenerational solidarity are two sides of the same coin. Nevertheless, youth often face issues related to securing decent affordable accommodation and gaining access to health and social care. The topic is very important at the moment in the country and the University of Malta is conducting a new study on social tourism in Malta together with other European Universities which will be published next year;
- In Centro de Formação Profissional para o Comércio e Afins (CECOA, Portugal), young students, employers and educators, employment and training counsellors were involved in the piloting phase, according to the project proposal. Regarding the 20 youth in the Pilot Project, they were recruited among VET students from the apprenticeship system, from two editions of the training course on retail (sales(wo)man).

In the latter case, the Portuguese Piloting targeted 6 potential employers: 4 females and 2 males. Regarding the entities, 2 were from Foundations, 3 were from organisations of the third sector, representing ‘private institutions of social solidarity’ (NGO), and finally, 1 person was from a VET provider. Also in the Portuguese Piloting, 17 educators, employment and training counsellors were involved in the piloting phase: mainly women (82%). 4 participants from a VET provider; 4 representing ‘private institutions of social solidarity’ (NGO); 8 coming from third sector employability offices and 1 person representative of a group of regular schools.

All piloting countries identified that education often represents the best hope for those youth seeking to break out of the cycles of social reproduction that transmit poverty and social inequalities across generations. While an overt commitment to equal opportunities in education is common in most of our countries, youth less educated and certain minority ethnic communities often continue to under-achieve. In some cases they absent themselves from school. Others, meanwhile, are formally excluded on the grounds of their problematic behaviour. It has been recognised, however, that for many youth the route from formal

education to the labour market is far from straight forward: it now tends to be delayed, protracted, complicated and – in some cases - fractured.

There remains the ongoing challenge of aligning the education system with the needs of the two sectors without – at the same time – enslaving schools and higher education institutions to market forces. Although it is important for youth to secure work that matches their qualifications and skills, it is also vital that self-fulfilment and self-expression are not neglected.

In Spain, the role of educators and counsellors was developed more by Spanish partner, mentioning that professionals have a better contact with young population and in many cases these youth are unaware of what kind of training is available, they do not have clear career goals in choosing training programs. The educators also identified a huge gap between the academic field and the professional one. There is a need to change the cultural approach from “*asking*” to “*offering*” and the *perception of change* from something negative to something positive.

The consultation brought in our attention some other general remarks:

- there is a lack of knowledge about the professional or work areas that allow youth to make a good planning;
- the system is unable to create bridges between the job offers and the demand;
- there is a lack of knowledge of these professional areas by youth as potential sources of employment;
- less ability to work as a team, but youth have a great sense of individualism;
- the lack of knowledge about a field of development such as entrepreneurship or self-employment, generates a negative reaction transforming an opportunity in an unacceptable risk;
- another obstacle in most of the time is the lack of funding.

Employment counsellors in the process of consultation emphasise a series of important points to attract young workers such as: constant training, work related to challenge and creativity, opportunity for professional and personal development. Nevertheless, relationship with the team is very important and tasks that are not monotonous and that require a permanent learning process.

The feedback from Portuguese educators, employment and training counsellors’ was very positive in the sense those technicians are aware of the learning paths available to get proper

qualifications, align with the existing qualifying “official” education and training offer targeted to those sectors at the different EQF levels (VET, Higher Education, etc).

According to entrepreneurs in GCU Pilot Project, the **actual content of training very often is much less adequate to the qualification and/or competences requirements of the market.** There are more ambitious objectives, stronger demand and higher quality standards concerning social care services. As Glasgow Caledonian University is mentioning following the interviews *“The need for the social care sector to grow is also reflected in national statistical accounts”*. Accordingly to official documents *“in order to match future needs, the workforce in social care jobs needs to increase ...from the current number”*. This increasing relevance of the social sector in the field of employment and the active contribution of social services as economic actors provide an immediate link with economic performance and growth. A common understanding around such issues will be important for enhancing the role of social services at the European level, creating better conditions for supporting their quality, modernisation and adequacy in the future. The capacity for striking adequate and balanced solutions in this field will be crucial for successfully facing the new social risks and needs of our citizens and the challenges faced by our economies.

The main challenges for employers identified by the application of the toolkits were:

- the ‘poor image’ of the social care sector and its lack of defined career pathways;
- the carrier is demanding both physically and emotionally;
- lack of resources within the sector contributes to maintaining low wages: quality management plays an important role in balancing out the lack of resources;
- challenges in recruiting younger workforce, or workforce in general, is around the lack of understanding of the career pathways available within this sector.
- The issue of suitability is of a great importance. Most of the families prefer to work with experienced adults and less with youth.

Another issue that had been highlighted in the pilots is the lack of attractiveness of jobs in these sectors that need to be improved. A positive view should be developed by employers and counselors/teacher on the potential of working in social care or senior tourism. Both sectors need to improve the attractiveness as a career option for youth. Most of the interviewed youth addressed the issue of recruitment and better understanding the responsibilities of working in social care or senior tourism sectors. Also that kind of jobs is

not seen as permanent jobs. Respondents' appreciation was that the jobs were "too demanding and underpaid".

"It is argued that in order to progress professionally, one has to make the most of the opportunities offered in one organisation and moving up the career ladder by changing employer, so to benefit from the opportunities offered by others." Glasgow Caledonian University.

The feedback from Portuguese employers in the focus group aimed to explore a realist vision about the new competences needed by organisations, specifically soft skills in the social services and in the senior tourism sectors.

Social media and new technology have great potential to attract youth. Main instruments recommended by the respondents were:

1. Interactive website;
2. Platforms to familiarise youth in the profession, focusing on the values and attitudes expected;
3. Marketing, in particular, branding recognition will provide the potential of creating new roles and attract youth to the sectors.

In most of the countries involved in piloting the recruitment of youth is not a major issue for many providers of services and in many cases it is considered inappropriate to attract youth an example is social care sector.

In Portugal, the results in the various focus groups conducted point out another direction, that is: employers consider challenging to attract youth, to renew their manpower, but the employment conditions continue to be unattractive for youth (salary, career evolution), unless those services require highly qualified personnel.

Beyond the validation of the model and the toolkit, in addition to the consultation of a variety of stakeholders, it is strongly recommended that the professional discusses / review the results of the four phases screening, matching, awareness, guidance, as well as the related referral decision within a multi-disciplinary team of professionals. This method will not only enhance the objectivity and reliability of toolkits application, but also enhance the holistic approach of the tool.

The need for new knowledge and competences also entails a parallel process of reform / adjustment of the educational systems in order to improve the quality and relevance of the school, of the university, adult education, vocational training curricula and the coherence of educational training systems, in agreement with the European Qualifications' Framework.

Many of the obstacles identified and discussed in the consultation process derive from a static view of provision. In considerable contrast, an enabling approach focuses on meeting need while increasing capacity and bringing about empowerment.

One of the themes to emerge most consistently from the work was that many youth need support and assistance so as to be in a position to claim for their rights to employment. Intervention on behalf of people is not ideal as a long term goal. Youth should be empowered so that they are the authors of their own situation. Empowerment results in direct participation. Capacity building is integral to it, the goal is to enhance the capacity of the young person to act, especially in the context of realizing the importance of being employed. Indeed, people trapped in a cycle of destitution often don't realize that their lives can be changed for the better through their own activities. Once they understand that, it's like a light gets turned on.

Concerning the evaluation of the SALM model by stakeholders¹⁶, the qualitative comments from national Advisory Board members largely speak for themselves and affirm the direction of impact and effects intended in SALM project. Most respondents comment positively on the results and materials, namely the Toolkits developed in the WP5 by CECOEA. In fact, the toolkits were revised several times as experience accumulated with AB discussions, focus groups with youth, counselors and entrepreneurs. Where skepticism is voiced it concerns mostly a perceived lesser relevance for the specific situation of the country. Some insightful comments are:

- *New opportunities for my business.*
- *The SALM model has a high usability and it seems very interesting for the stakeholders. It would be necessary more diffusion than now.*
- *The interviews are complete and relevant for all the stakeholders*
- *In particular, we appreciate how the instruments prepared by the Project look flexible and adaptable to different contexts of use. Transferability may be considered a good indicator of the quality of the instrument.*

¹⁶ See the set of full comments in SALM, WP7, Advisory Board Validation report (March 2015).

- *In the case of Malta the tools were not much relevant as: un-employment amongst youths is low, many job opportunities exist, social tourism is still something new and volunteering has no relevance as all students are given a stipend (are given a sum of money every month to continue their studies)*
- *SALM model is an innovative toolkit that introduces specific instruments for increasing youth employability. The toolkit is addressing the youth employers and councilors bringing a new approach on identification of mismatches in competences in both two sectors analyzed by the project. The instrument is strengthening the role of stakeholders in identification of skills mismatches and solving the mismatching problems. Will stimulate the Universities and especially the faculties of social work to analyse and improve the level of education, skills of their students.*
- *We appreciate SALM model as a quality tool that could promote support for youth in searching for a job in social services and senior tourism, in becoming self-employed or entrepreneurs. It will bring added value in increasing the level of consciousness regarding new jobs or job opportunities in social services or senior tourism sectors.*
- *Good quality, and excellent for awareness in social services career, a supportive instrument for employers to detect new competences that are needed for the organisation.*

Another relevant aspect is the establishment of partnerships between training institutions and the labour market in order to demystify the employability areas of senior tourism and social services support.

Dissemination strategy at the University of Florence was based on the active commitment to reach key local actors that are involved in youth employment policies implementation within local services and organisations. Dissemination also played a crucial role in WP3 (Case Study and Focus Group) when contacts between interviewers and interviewees were established. That is also for the Focus Group taken in February 2014 with the most active and reactive social services and senior tourism organisations. Local institutions were also regularly taken into consideration for dissemination purposes. Job placement and guidance services activities to students by UNIFI were very important reaching about 1000 young students. UNIFI also has an internal Facebook page on SALM activities; it is an interactive tool where university staff is constantly in contact with everybody who is interested in SALM issues and ongoing activities. University staff makes it alive as much as possible by interacting with Facebook

users (in Italian). Fundación Ronsel developed a Facebook page with close to 2000 friends¹⁷ and a LinkedIn with 3000 members¹⁸ on the import of soft skills and entrepreneurship to help youth's integration into active life. FR participated also in a radio program "Antena de empleo" (24/02/2015) dedicated to raise awareness to skills needs and entrepreneurship.

Activities and SALM initiatives conducted by CEPCEP in disseminating SALM project, research and outcomes reached at about 1130 participants in those activities (see Dissemination report on those activities).

UNIFI, GCD and CECOIA held their national dissemination seminar with participation of key stakeholders and large number of youth; main messages of SALM research recommendations, debate on the usefulness of specific toolkits and the results from different Pilot projects were the main common messages.

Glasgow Caledonian University is a case of successful international dissemination of SALM project, namely: (i) International Conference, 'Youth and Employability In The Third Sector', EU SALM Project, University of Florence, 27th February 2014; (ii) EMES International Conference, 'Social Innovation: Empowering Young Workers in Glasgow?', Western University of Timisoara, 29th June – 2nd July 2014; and (iii) International Conference. 'Building prosperous futures? The UK – Scotland skills policy frameworks and the labour market prospects of youth'. ECPR General Conference, University of Glasgow, 3rd – 6th September 2014.

The Final European Conference of the SALM project was organized by UCP CEPCEP and CECOIA in March 2015, 5th and 6th. The 1st day was dedicated to discuss the "SALM Project: Ageing and future needs". The invited speaker Pedro Lisbon¹⁹ gave a presentation about "how can tourism contribute to the active and health ageing". CEPCEP presented an overview about the "Ageing in Europe" and Project partners UNIFI, CECOIA and FR did a synthesis revision about the project main results and impacts in their organisations and countries.

The 2nd day was dedicated to present a Portuguese best practice and discussion among partners on the added value of SALM to European policy debate: Santa Casa da Misericórdia da Amadora. The organisation presented their main intervention initiatives regarding the Employability as the framework, the outcomes and the methodologies/strategies.

¹⁷ <https://www.facebook.com/FundacionRonsel>

¹⁸ <https://www.linkedin.com/grp/home?gid=2935134&sort=POPULAR>

¹⁹ From Santa Casa de Misericórdia de Lisboa.

SALM Project had major impact in Fundación Ronsel and University of Florence. FR participated also in a radio program “Antena de empleo” (24/02/2015) dedicated to raise awareness to skills needs and entrepreneurship. Tourism (religious and environmental) and education and training are the specific areas where Fundación plays an important role.

The role of entrepreneurship and self employment in promoting SALM goals is due to the fact that, in most countries, the vast majority of jobs are created by small businesses; at the core, small businesses are the engine of economic development. Furthermore, as a member of the Youth Business International network, FR plays an active role in implementing youth entrepreneurship. The goal for the years 2015 and 2016 is to promote entrepreneurship in the fields of social services and senior tourism. These businesses will be led by youth under 35 years, namely, those young entrepreneurs with the passion and commitment to start a business and find that they are unable to get the support they need. From a lack of technical support to the ongoing refusal of commercial banks to provide start up capital, they are unable to turn their business idea into reality.

Social cooperatives in Tuscany region are predominant providers and around 30 social economy services/enterprises involved (cooperatives, NGOs, consortium, kindergarden) reaching around 30.000 final users showed interest in joining UNIFI initiative of developing a specialised degree of social services. UNIFI will begin the academic year 2015/16 to offer a new curriculum on Social Services (3 years), provided by the Education and Psychology Department to youth 22/28 years old – 80% of the future 700 students will be placed with Tuscany cooperatives. The new curriculum has been validated by the Italian Ministry of Education, University and Research.

This is a clear result of the SALM project in the region of Tuscany and in the University of Florence. UNIFI will develop also a Laboratory in consortium with Social services cooperatives. The LIM-Laboratory of Innovation Management was set up by UNIFI in cooperation with some of the biggest and more motivated SALM cooperatives in Tuscany working in the social services sector and one bank foundation. In particular, the main goals of future research of the Lab will be towards:

- A vocational guidance service for all university departments;
- Job placement for young graduates (national research for the Ministry of Education);
- Guidance and Training Needs Analysis for prisoners (Pebble EU research);
- Several initiatives like job fairs and dedicated job fairs for thematic university areas (one job fair will be dedicated to social services sector in Autumn 2015).

In Portugal, the participants in the Pilot considered that the whole model has a high exploitation potential, since it's promotes «the possibility to solve the intergenerational gaps and creates the bridge giving to youth more professional guidance» as well as foster the «matching between youth and seniors market value solutions'». According to the participants the SALM Model is «very important because the elderly population is increasingly demanding proper services» and the model is «adaptable to the Portuguese reality».

A number of VET pathways²⁰ are now available at lower secondary and upper secondary levels for youth aged 15 to 24, but a stronger component of work-based learning is considered as essential and would help to ensure that the VET system is coherent, well communicated and aligned to the needs of the labour market. This will not only help meet the need for employees with up-to-date and relevant skills, but will also contribute to reduce the high dropout rates from school in Portugal and boost youth employability.

Recently, Portugal's VET system scope enlarged to encompass higher skilled occupations such as renewable energies, electronics and automation, ICT, aeronautics, and accounting and business administration. For example, demand for VET from youth in the area of tourism²¹ – an important and growing part of the Portuguese economy – is strong, and the training offer includes both upper-secondary and post-secondary level.

By raising public's awareness on the value of VET programmes, in particular, among students and their parents, VET stakeholders made efforts to reduce the negative stigma surrounding the system and the ultimate goal is that VET recognised as a pathway to quality employment opportunities. Thus, good communication efforts of VET systems and pathways in schools are very important. Furthermore, better information about the wide-range of existing VET options for students can also contribute to reduce early school dropouts, reinforcing lifelong learning and empowerment. In conclusion, investment in career guidance and counselling services will help youth make more informed choices, and services such as job-search support may be particularly beneficial for those without work experience.

²⁰ All VET programmes in Portugal have a school and a technical component and include work-based learning/in-company training, which is organised by the respective training provider (e.g. secondary schools, professional schools, vocational training centres) and local employers. The Institute for Employment and Vocational Training (IEFP) is both the public employment service and an important training provider in the VET system. IEFP has 53 vocational training centres, of which 23 are co-managed by IEFP and social partners.

²¹ The Tourism and Hospitality Courses are provided by schools that specialise in Hospitality and Tourism services.

Annual VET fairs and an annual VET Roadshow raised awareness campaigns in schools. The National Championship of Professions, SkillsPortugal, which took place in Porto in May 2014, is another initiative to increase the visibility of VET pathways to particular professions.

Most participants of Focus Group as well as in Pilot project activities agreed that:

- The selected sectors are very important for future jobs prospects.
- Employment opportunities are growing in both sectors in public or private structures and also there is a need to develop specialized training courses for people working in social services and tourism sectors.
- Need to diversification of qualifications, skills and initiation of training programs to address the replacement of labour force in the future as a result of retirement.
- New qualifications and skills considering the new model of organisation of the social services providers.
- The most important skill needs are related with the soft skills mainly human relations and interpersonal skills (namely team work and coaching).
- All the target groups reacted positively to the model applied through the toolkits.

Stakeholders raised the issue of long pathways and professional profiles for each student – learning can be parallel track into the job learning tasks. On the other hand, we must take care also of work value proposal in the social economy organisation – employee value propositional – continuous learning and work place learning depends on the employee value position. In this respect, Work-based learning experiences such as internships, volunteer experiences, showed programs, apprenticeship courses, are a way for youth to get in contact with employers and to experiment professional experiences and roles. Furthermore, a job induction program should be added as a next modular session of the model, particularly target to youth. The program should be linked to the «employability consortium» created with the community based offer, supported by local agents and with mentoring supervision. The training offered must be comprehensive, collaborative, systematic and coherent to be effective and make a positive impact with the trainee in line with notion of **job induction**.

The SALM model contributed to further developing the understanding of the matching processes in countries which are analysed by reports like McKinsey's "Bringing Europe's Youth to Work" as representing those where education and work are "worlds apart". The SALM model and its piloting in the critical sector of social services and senior tourism show that overcoming this gap can be achieved also in these countries.

SALM consortium recommends the strengthening of the interfaces between education and work, the strategic importance of the social services sector as well as a new role for educators have been proven as valid in all of the partner countries.

In this sense SALM contributes to the aim to make Education-to-employment (E2E) systems in Europe more robust. It tackles the two main barriers identified for an increased youth employment, skills mis-match and agent's mis-match.

SALM also helps to overcome the “Stigma against certain sectors and careers” – a clear result in GCU and CECO Pilot findings – as well as the often cited “Shortage of soft skills”.

SALM developed many of the recommended policies for the social sector, such as:

- Expansion of information on the 2 sectors, thus empowering youth;
- Awareness and development of skills, particularly soft skills;
- Awareness of educational pathways;
- Increasing educator-employer communication and cooperation;
- Including a perspective to use more Internships for matching in the future;
- Include entrepreneurship in school curricula as it is currently identified as a key transversal skill that individuals should develop through lifelong learning;
- School should provide a favourable culture for knowledge and the development of attitudes, skills and values of entrepreneurship²².

Participants and stakeholders of SALM listed the following core soft skills:

- Communication;
- Emotional intelligence;
- Team work;
- Balance between personal and professional ;
- Resilience;
- Job search techniques;
- Conflict management.

Those set of skills are congruent with the results of WP3 and 4. Further applications of the SALM Model should also pay attention to the System of Qualifications, as skills and

²² This recommendation is in line with EU Youth in Action Programme: “The European Union promotes entrepreneurship as a key competence that can boost competitiveness and growth. It has highlighted the importance of advancing a European entrepreneurial culture by fostering the right mind-set and entrepreneurship related skills in the Europe 2020 strategy.

Encouraging entrepreneurship is particularly important to face challenges related to alarmingly high youth unemployment rates in most of the EU Member States. Entrepreneurship and self-employment offer pathways for youth to emerge from unemployment. In this context, special attention is paid to the social entrepreneurship model, which is embedded in the real economy, close to people and to local communities, and primarily aimed at contributing to the general good of society.” YOUTH IN ACTION PROGRAMME

certifications mechanisms; emphasis of the training in association with the company organisational development; working at organisation management level and quality sustainability to work company, as the adjustment of training to the need of (re)qualifications, job creation and entrepreneurship.

Table of Contents

1. PROJECT OBJECTIVES.....	23
2. PROJECT APPROACH.....	32
3. PROJECT OUTCOMES & RESULTS.....	46
4. PARTNERSHIPS	119
5. PLANS FOR THE FUTURE	120
6. CONTRIBUTION TO EU POLICIES	122
7. EXTRA HEADING/SECTION.....	ERROR! BOOKMARK NOT DEFINED.

1. Project Objectives

Youth unemployment in Europe is one of the most pressing political, economic and social issues confronting most EU Member States since 2008. High levels of youth unemployment observed in many EU countries are a waste of human potential, an important barrier to a flourishing society supported by lifelong learning policies. It also raises the risk of social stress by creating a disaffected “lost generation”, an easy target of criminal or extremist movements²³. Life long learning strategies play an important role in enhancing our societies’ sustainable future as they enable learners to obtain the knowledge and understanding, skills and competences, and attitudes and values needed for their personal development, which are, as many SALM stakeholders argue, main assets to help youth in the transition to productive and meaningful life. This is so as they promote positive attitudes in youth towards the challenges of co-operation, (self-) employment and entrepreneurship.

The Lifelong Learning Program funds actions to support the development of policies and co-operation at all levels of education and training. Development of Innovation projects “aim to improve the quality of training systems through the development of innovative contents, methods and procedures within Vocational Education and Training (VET). Innovation is a matter of doing new things or finding new ways of doing familiar things.”²⁴

Lifelong learning general objective has been to contribute to the development of the European Union as an advanced knowledge-based society, with sustainable economic development, more and better jobs and greater social cohesion, while ensuring good protection of the environment for future generations. In particular, it aims to foster interchange, cooperation and mobility between education and training systems within the European Union so that they become a world quality reference.

Youth entering into the job market today are at high risk of unemployment or of precarious job contracts. Some youth who are neither working nor studying or in vocational training – the so-called NEETs (Not in education, employment or training) – are effectively cut-off from improving their skills and learning and, marginalised from the labour market, risk becoming socially excluded; ultimately, they may turn to anti-social behaviour.

²³ According to Press reports the number of young Europeans that recently joined extremists (and barbarous) groups in the Middle East is in the thousands.

²⁴ http://eacea.ec.europa.eu/llp/leonardo/leonardo_da_vinci_multilateral_projects_en.php

Sharp increases in youth unemployment and underemployment have built upon long-standing structural obstacles that are preventing many youth in EU countries from either developing the skills they need or being able to use them in an effective way through a successful transition from school to the labour market. Econometric evidence presented in Hobijn and Şahin (2012)²⁵ show that the recent increase in unemployment in US, Portugal, Spain and UK can be attributed to skill mismatch. Direct feedback from employers provides an interesting perspective on the types of skills valued in the workplace. A fairly typical finding is that employers, aside from formal educational or technical qualifications, also place a high value on attitudes and behaviours. For example, in some surveys, employers place a high value on their employees' ability to work independently, to communicate, to solve problems, and to be effective in teamwork and in time management.

Employers using new technologies need to base hiring decisions not just on potential workers' education, but also on their non-cognitive skills that allow some people to excel at learning on the job; they need to design pay structures to retain workers who do learn, yet not to encumber employee mobility and knowledge sharing, which are often key to informal learning; and they need to design business models that enable workers to learn effectively on the job.

Skills gap remains an important topic of academic research. Researchers have not reached consensus, as, e.g., the measurement of such gap remains elusive. However, new technologies frequently require specific new skills that business find hard to fill. For example, since information technologies have radically changed much work over the last couple of decades, employers face persistent difficulties in finding workers who can make the most of these new technologies.

The process of ageing in our societies will increase demand for elderly care services as well as senior tourism, among other services. The latest Eurostat Population projection exercise up to 2060 was analysed by the Commission (2014) in *The 2015 Ageing Report*. This new report sees no changes in major trends of progressive ageing in EU Member States; one of the

²⁵ Bart Hobijn and Ayşegül Şahin (2012), Beveridge Curve Shifts across Countries since the Great Recession, Paper presented at the 13th Jacques Polak Annual Research Conference, for example, in pg 3 “We find that skill mismatch, resulting from a housing bust and a disproportionate decline in construction employment, is likely to be the main cause of the shifts in Portugal, Spain, and the U.K.”

driving force of this phenomenon have been the fall of total fertility rates²⁶ in Member States for many decades and, despite a recent rebound in many countries, they remain below the replacement level²⁷ in most EU countries; increasing life expectancy, a welcome sign of social and science progress, “contributes” also to the ageing process²⁸.

Furthermore, family structure and size have changed over the past few decades in most EU countries towards smaller size and away from the extensive family type. These developments have significant impacts on (current and future) informal family support networks; they are coming under pressure as the declining number of children will lead to a reduction of future informal carers for the elderly population. Our societies are introducing innovative ways to help informal carers.²⁹

The Cedefop 2008 report³⁰ predicts that by the year 2020 almost three quarters of jobs in the EU-25 will be in services; employment in non-market services (and especially healthcare and social service sector) is expected to increase by slightly more than 4.7 million. According to Eurostat data, social services employ about 10% in 2010 and close to 11% in 2014 of the total workforce³¹. There is, therefore, real need to provide NEETs and youth in general with the right skills to get a job and labour market experience in these sectors. In terms of number of employees, the 3 NACE activities³² in 2014 account about 22/23 million of jobs in EU, ranging from 4.6 to 4.9 million in Germany, 3.7 to 3.9 million in UK, 3.3 to 3.7 million in France, 1.6 to 1.8 million in Italy, 1.4 million in Spain and in Netherlands, 370 thousand in Romania and Portugal and 16 thousand in Malta.

According to the report on “Most New Jobs” (published January 8, 2014) by the US Bureau of Labor Statistics³³, Personal care aides is the occupation with the highest number of new

²⁶ The total fertility rate represents the number of children that would be born to a woman if she were to live to the end of her childbearing years and bear children in accordance with current age-specific fertility rates. (see <http://data.worldbank.org/indicator/SP.DYN.TFRT.IN>)

²⁷ The fertility “replacement level” is defined as the cohort fertility rate of 2.1 children per woman, which would ensure the replacement of the previous generation, and therefore population stability, assuming no net migration and no change in mortality rates.

²⁸ See also Eurostat (2012), Active ageing and solidarity between generations — a statistical portrait of the European Union.

²⁹ Carneiro, Roberto et al (2012), O Envelhecimento da População: Dependência, Ativação e Qualidade,

³⁰ Cedefop, 2008, Future skills needs in Europe — Medium-term Forecast Synthesis, available at http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/485/4078_en.pdf. See also, A. Simonazzi, 2009, “New Skill For New Jobs? Status Quo And Perspectives For The Elderly Care Sector In Europe”, in *European Employment Observatory (EEO)*

³¹ See Annex 1 for further information.

³² NACE 86 - Human health activities; 87 - Residential care activities; 88 - Social work activities without accommodation – activities covering (formal) social sector services. Eurostat database, [lfsq_egan22d & lfsa_epgn62], downloaded on April 20th, 2015; Annex 1 in section 7 provides further statistical information.

³³ www.bls.gov/ooh/print/most-new-jobs.htm

jobs projected for the period 2012-2022 (580.8 thousand). An opinion recently published in the Portuguese newspaper Público (29th December 2013), entitled “Saúde pode criar milhares de postos de trabalho”³⁴, indicated that Portugal should explore Health Tourism³⁵ which is expected to grow strongly in the future. Mendes (2012)³⁶ explores potential new jobs for senior tourism in the Portuguese Good practice case of INATEL. There is, therefore, real demand for employing NEETs and youth in general with the right skills and labour market experience in these sectors.

Finally, there is also an issue of Awareness gap³⁷: youth has insufficient information concerning jobs prospects in social services and senior tourism sectors; in our research, we find also that counsellors stated that they need also support and networking with entrepreneurs in these sectors to get their job done.

All these issues impact upon public policy and the roles stakeholders play in reinforcing youth participation in LLL and in reducing youth unemployment. Policy makers also need to think differently about skills, encouraging attractive and inclusive European VET systems (main strategic objectives of the Bruges Communiqué³⁸), as well as high quality initial VET (IVET), easily accessible and career-oriented continuing VET (CVET) as well as flexible systems of VET based on a learning outcomes approach. Other key transversal objectives identified were greater involvement of VET stakeholders, increased cooperation between VET policy and other policy areas.

General aim

SALM aims to contribute to the development of innovative approaches and specific instruments to reduce youth unemployment, equipping youth with the right skills for employment which is considered crucial for the employment target and a better social inclusion of the 2020 Strategy, and for the effective participation in LLL, in particular the lack of competences and skills, on the one hand, and the opportunities generated by the needs

³⁴ www.publico.pt/sociedade/noticia/saude-pode-criar-milhares-de-postos-de-trabalho.htm

³⁵ Mendes, Fernando Ribeiro (coord), Ana João Sepúlveda and Plácido Maia (2015), *As necessidades de qualificação no Cluster da Saúde e Bem-estar: estudo estratégico*, CCP Confederação do Comércio e Serviços.

³⁶ Mendes, Fátima Geraldine Gomes, 2012, “A animação sociocultural e o turismo sénior”: um estudo efetuado na fundação INATEL, available at: <http://hdl.handle.net/10348/2475>

³⁷ In our Focus Group work with counsellors, they need also more information and previous training to help youth that could find job in these sectors.

³⁸ Latest step of the Copenhagen Process launched in 2002.

of the market in two sectors: **senior tourism and social services**³⁹. This project addresses priority 3.3.3 of the Leonard da Vinci Programme (developing vocational skills considering the labour market needs – new skills and jobs) in line with the improvement of sectoral identification and anticipation of skill and competence needs and supporting participants in training and further training activities in the acquisition and the use of knowledge, skills and qualifications to facilitate personal development operational objectives.

Indeed, recent empirical analyses show that youth's employability does not depend only on the acquisition of technical skills. Cognitive and noncognitive skills (such as, literacy and numeracy for the former, self-control and discipline for the latter), in part acquired in early childhood and during basic and secondary schooling, are also important determinants of lifelong employment dynamics and earnings.

Specific objectives of the SALM project include:

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 the unemployed youth in partner countries.
3. **To identify** the effectiveness (through focus group 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 built tool kits** (for youth, employers and job counsellors) to improve the youth competences and employability as well as self-employment and entrepreneurship;
5. **To carry out** case studies concerning the youth 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 three partner 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 the adequate competences of youth to the labour market;

³⁹ For definition of social services see Monzon, J. L. and R. Chavez (2012) - *The social economy in the European Union*, CIRIEC, Liege, www.socialeconomy.eu.org/IMG/pdf/executive-summary-for-publication_en.pdf. For a discussion on senior tourism see Ch 2 of Bernardo Rosa, (2012) *Sénior, o Turista do Futuro: Um Estudo Abrangente do Turista Sénior Português*.

9. **To promote** workshops/meetings in the context of the project to exchange experiences, identify best practices and the follow up of the project; further more awareness actions will be carry out targeting at youth 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 organisations; and at transnational level through meetings and adequate website; at European level through the European institutions and networks namely CEDEFOP, REFERNET, EURYDICE

The research questions of the SALM project were:

- What evidence is there of the effectiveness of the policies and measures taken and implemented by governments and stakeholders to decrease the mismatches existing in labour market to tackle the problem of youth unemployment? – **Research completed under WP2, national policies.**
- To what extent the actors, young job seekers, young entrepreneurs, employers and social partners) of the two sectors (senior tourism and social services) with job potentialities are committed to be part of the solution to the problem? - **Research completed under WP3, Case Studies and Focus Groups.**
- Do the different measures adopted to fight the mismatches of competences in both sectors refer only the entrepreneurship environment or have they been designed using a multidisciplinary approach? –**WP3 and WP4 (Good Practices) research results show that most stakeholders supported a multidisciplinary approach.**
- How far do Governments rely on impact assessments, evaluations of previous measures or policy results for future decisions? – **From the results of WP2 research, most policies were assessed by experts; methodology vary from time and from country to country. However, full assessment is rare.**
- How committed are governments to tackling the problem of youth unemployment? – **All governments were very committed to fight youth unemployment and the NEETs.**
- How committed are governments and stakeholders to tackling the problem of anticipation of skill needs in the future in both sectors? **In our research, all government and stakeholders are committed to future skills need; the mechanism or institutional way to achieve such goals vary and subject to fine tuning.**
- How relevant are all the EU instruments and tools for the design of policies/reforms at national level to tackle youth unemployment, youth skills development and youth participation in LLL? **Very relevant. SALM stakeholders and young participants recognise the value of education and further learning for skills development, employability and entrepreneurship.**

In Portugal, the programme *Impulso Jovem*⁴⁰ included measures to help youth to find a job, to further (or back) to education, training, and paid internships. It provides subsidies to private companies who, for six months or longer, hire individuals registered in the IEFP database or at professional training centres and established mandatory training in the workplace, which is expected to be provided by the hiring companies. At the end of December 2014⁴¹, there were 70 498 internship in Portugal managed by IEFP (Portuguese Public Employment Services). Targeted at NEET in Portugal, the Active Youth Employment (*Emprego Jovem Activo*) programme was launched in July 2014. The programme's mandate is to facilitate the social insertion of youth who have not completed compulsory education (12 years). Under the supervision of higher-qualified individuals, selected low-qualified youth are invited to contribute to a project for six months in an environment of peer learning in order to develop professional, social and emotional skills, such as the ability to meet deadlines, collaborate with others and work autonomously.

In order to raise the responsiveness and adaptability of VET systems to emerging needs, Portugal's National Catalogue of Qualifications⁴² constitutes an important management tool; it is a repository of strategic and relevant qualifications for the country's economic and social development (ANQEP⁴³, 2014). The catalogue includes alternative responses to sectoral, regional and even local specificities with the creation of different sets of optional Short Duration Training Units, which are designed to meet local and regional needs. Updating qualifications in the catalogue mainly lies with the Sector Councils for Qualifications and the entities of the National Qualifications System, through the Open Model of Consultation (*Modelo Aberto de Consulta*) created by ANQEP.

Recent active youth employment and training policies are *Opportunities for All* as well as *The Glasgow Youth Employment Partnership*⁴⁴ in Scotland, *Job Experience Scheme* in Malta,

⁴⁰ Created by the *Resolução do Conselho de Ministros* n°36/2013, de 4 de junho (Portuguese Government Resolution n°36/2013). The official website is <https://www.garantiajovem.pt/>. Public Employment services centre in major towns and cities in Portugal (IEFP), local NGO or school and Gabinete de Inserção Profissional from local council services provide the physical locations to implement the measures of *Garantia Jovem*.

⁴¹ IEFP, 2014, *Relatório de Execução Física e Financeira* (Dezembro), pg 13, *Inserção Profissional*.

⁴² Portugal set up the National Qualifications System (NQS) in 2007, a framework for the relationships and linkages between education, professional training and employment. It also created new organisational structures and instruments, namely ANQEP; the National Catalogue of Qualifications (NCQ), the training providers' network; CQEP network; and the Sector Councils for Qualification (CSQ).

⁴³ Agência Nacional para a Qualificação e o Ensino Profissional - National Agency for Qualification and Vocational Education and Training.

⁴⁴ Draw on the piloting of the Scottish Activity Agreements programme to meet the needs of youth identified as at risk in their penultimate year of compulsory education. The programme provides coaches who work with youth on a one to one basis. The feedback and results of this initiative in Glasgow have been encouraging. The national evaluation of the pilots shows that the city has undertaken more agreements than any other area and

Giovani Sì in Tuscany and *Emprendimiento y auto empleo* in Spain. On the demand side, the following policies were enacted recently to reduce youth unemployment and raise training: Tax incentives (PT, Tuscany), Salary compensations (PT, Tuscany, Malta), *Estímulo 13* (Portugal), Micro-credit (PT, Scotland, Tuscany), Third sector — social economy (PT, SP, Scotland, Tuscany), Work readiness programs (Malta, Portugal, Scotland).

The following table summarises the major youth employment and training challenges and policies in SALM countries:

Table 1. Challenges and policies to youth employment: the demand and the supply sides (an overview)

	Supply-side	Demand-side
Challenges	<ul style="list-style-type: none"> • Disengagement due to long term unemployment and under-employment and biographical circumstances • Early school leaving • Lack of education and/or skills and attitudes • Lack of work experience 	<ul style="list-style-type: none"> • Lack of opportunities for job creation • If new jobs are created, permanent positions are avoided in favour of atypical or fixed term contracts • Youth are not ‘ready for work’, better to hire experienced workers • Youth are overeducated but under-skilled
Examples of Policies	<ul style="list-style-type: none"> • Impulso Jovem (Portugal) • Opportunities for All (Scotland) • Certification for Work Readiness (Scotland) • Job Experience Scheme (Malta) • <i>Giovani Sì</i> (Tuscany) • <i>Emprendimiento y auto empleo</i> (Spain) 	<ul style="list-style-type: none"> • Tax incentives (PT, Tuscany) • Salary compensations (PT, Tuscany, Malta) • <i>Estímulo 13</i> (Portugal) • Micro-credit (PT, Scotland, Tuscany) • Third sector — social economy (PT, SP, Scotland, Tuscany) • Work readiness programs (Malta, Portugal, Scotland)

Source: SALM Good Practices Synthesis Report, Deliverable 13

In the context of VET initiatives, it should be mention also the European Alliance for Apprenticeships (EAfA), jointly coordinated by European Commission’s Directorate General for Education and Culture and the Directorate-General for Employment, Social Affairs and Inclusion, with the aim of bringing together public authorities, businesses, social partners, VET providers, youth representatives, and other key actors in order to promote apprenticeship

with a higher rate of success – 48% of the city’s 601 participants have achieved positive outcomes as a result. OECD (2014), *Job Creation and Local Economic Development*, <http://dx.doi.org/10.1787/9789264215009-en>.

schemes and initiatives across Europe. For example, Germany, with successful experiences in VET, supports efforts in Greece, Italy, Latvia, Portugal, Slovakia and Spain on VET reform.

2. Project Approach

Reducing current high level of youth unemployment is a very critical subject for the development of our societies. The SALM project investigated: (1) the new occupations in the senior tourism and social services sectors; (2) how to bridge the information gap (youth lack information concerning the job potential in these sectors); (3) tests on youth skills gap; (4) collect evidence on employers and entrepreneurs' needs and their recruitment and internship policies and other matching actions; (5) testing educators, employment and training counsellors' needs and role in introducing youth to jobs prospects in these sectors; and (6) collect evidence from Pilot projects to check and improve the tools proposed in the project.

The SALM project focuses on detecting skills mismatches, with special attention to the mechanisms that align skills provision to employers' needs (i.e., better cooperation between education and training curricula to employment prospects and to labour market needs) in social services and senior tourism sectors. In particular, the SALM project concentrates on: 1) national qualification frameworks; 2) the adaptation of this system to labour market needs; 3) the identification of the mismatches and the adequate training to reduce these mismatches; 4) youth awareness of jobs prospects in the 2 sectors. Specifically, SALM focuses on: (i) detecting the mismatches through the application of case studies belonging to some sectors with significant potentialities of job creation (senior tourism and social services); (ii) detecting the best engagement between employers and the skills systems to align skills provision to those sectors' needs; (iii) focus group with the involvement of different stakeholders, namely actors and social partners connected with the school / training entities and entrepreneurs, in line of LLL to forecast future competences needed. On a practical level, the project develops toolkits for: (a) employers on diagnostic of new skills needed in social services and senior tourism; and (b) a self-diagnostic tool for youth to check their skills; furthermore, (c) a dissemination tool for (job) employment and training counsellors to help young unemployed or NEET to acquire fundamental skills to raise their employability in those sectors.

In sum, our project addresses jointly the micro-level of how employers facing the future labour market needs/ competences and the meso-level investigating the actual or potential role of the national qualification frameworks as well as the role of new actors (companies and social partners) in promoting the youth's employability.

The project, with the cooperation of all partners⁴⁵, consists of five main pillars and ten workpackages.⁴⁶ Pillars refer to overlapping WP, i.e. workpackages are multidimensional, contributing sometimes to more than one pillar of the project.

Pillar A. Action research and pilot project (WP 2, 3, 4)

The research activity in WP2 was divided into the following specific tasks:

T2.1 Development of a research methodology for the collection and analysis of data, the identification of factors and drivers and their synthesis, including the micro, meso and macro level.

T2.2 Inventory of relevant policy and measures developed in partner countries and their evaluations in the field of reducing youth unemployment

T2.3 Field research, including interviews with relevant stakeholders, entrepreneurs, knowledgeable people, experts, aimed at complementing desk research and identifying how labour market needs are changing, the youth competences and the existing mismatches. The interviews will also favour the identification of good practices and potential case studies to be investigated in depth in WP4.

Partners carried out transnational research exploring, analyzing and comparing existing approaches to combating unemployment of youth or youth not in employment, education or training (NEETs) across partners' country in order to identify key dimensions and related success elements and good practices in promoting youth employment. There is a mismatch problem in youth lack of information and also of skills needed for jobs in the social sector and senior tourism. Skills mismatches in SALM labour markets 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, on the one hand, and workers aren't provided with the right level of skills in the right areas, which damages competitiveness in particular of smaller enterprises;

⁴⁵ See application, detailed description p. 1-16

⁴⁶ Text adapted from Application, detailed description, p. 26 ff. Some WP cover more than one dimension of the project's main pillars

- The educational and professional choices of young men and women continue to be influenced by traditional gender paths, contributing to skills shortages, for example in technical and managerial occupations.

These issues require better cooperation between educational institutions and employers from the social sector and tourism. However, educators and job counsellors need also practical toolkit to improve youth competences as well as self-employment and entrepreneurship. In particular, the toolkits are designed for youth people, employers and also employment and training counsellors, providing a diagnostic tool for the new and basic skills required/need for jobs in the two sectors; furthermore, for the educators and training counsellors, several tools were developed by the consortium to conduct their counselling approach with youth people and employers and other entrepreneurs.

In the SALM project, we consider that youth need also access to good quality information about career options, the skills they need to be successful in the workplace and about different educational pathways and where they lead. This includes not only information about likely labour market demand but also “reality check” information about what different jobs actually involve. Therefore, the SALM model was built on the basis of the results from partners’ analysis of the situation and measures on youth employment, the case studies and focus group activities, feedback from national Advisory Board contributions as well as from the results of good practices and pilot project application, namely, that business gain from using internships, internal training and in developing information activities such as branding.

Pillar B. Competence needs identification (WP 3, 4)

The specific tasks of the WP3 included:

T3.1 From the selection of a sample of organisations (case studies) the consortium will detect the main mismatching in both sectors and the main reasons of them

T3.2 Through focus groups approach the consortium will detect the future competences for the youth to answer the labour market needs in both sectors and also the existing gaps in each national qualification frameworks

T3.3 The consortium will develop a model building - based on results of case studies, focus group and good practices selected in articulation with WP4 - containing the strong points and the success factors of knowledge skills and competences needed to the labour market.

The results from Case Studies and Focus Groups⁴⁷ (WP3) showed that Soft Skills were referred as core skills for professionals working in senior tourism and social services⁴⁸. In particular, 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 (PT).

Soft skills, like communication, team work, bearing responsibility, time management, are considered key-features which youth lack (UK). Moreover, youth are considered also 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.

The activities of these WP aim to ensure that the project will identify good practices in partners' countries in the field of integration of youth through case studies, focus groups, and conclusions from existing research and projects.

The specific tasks of the WP4 include:

T4.1 development of the methodology for good practices collection and analysis on the basis of WP2 and WP3 results.

T4.2 Good practices collection: each responsible partner will provide for at least two good practice covering both sectors, the competences approaches/national qualification frameworks and a gender approach.

T4.3 Good practices analysis on the basis of the methodology developed.

T4.4 comparative analysis and identification of success factors of the SALM model.

⁴⁷ The main participants in Focus Group were: Employment services experts, Education and Vocational Formation Experts, Labour Agencies' experts, Associations of the target group, Social Partners, Experts of Tourism, Experts of Social Services, Local Authorities, Trainers and Entrepreneurs in social services, Youth associations, Counsellors and Policy makers.

⁴⁸ According to OECD (2015a), social and emotional skills, such as self-control and self-motivation, have impact on earnings, health, engagement in violence and many other life outcomes. The importance of soft skills is in line with the European Key Competences Framework, namely, the skills such as learning to learn, initiative and entrepreneurship.

The researchers brought together recent experiences in partners' countries concerning innovative strategies, approaches and practices which are successful in promoting the integration of the youth in the labour market. Special attention has been devoted to the good practices which combine upgrade competences and organisations' needs. Activities in this WP include also a battery of indicators. According to the discussions within the partnership in 2013, the criteria to select good practices have been:

- qualitative and quantitative outputs as well as quantitative results (in a medium and long term perspective) in terms of promoting the integration of youth in the labour market;
- matching upgrade competences of the youth with organisations' needs;
- key elements and results that could be replicable;
- degree of action scalability.

The main indicators to identify the success factors of the good practices in order to implement the pilot project were:

- Job creation
- Qualification structure (improvement)
- Training to new competences (ICT, languages, soft skills)
- Gender opportunities
- Key performance indicators (quantifiable measurements that reflect the critical success factors)

These results were in the focus of the first transnational meeting held at UNIFI.

Pillar C: Model Building and Toolkits (WP 5, 6, 7)

From the selection of national good practices and feedback from national Advisory Board contributions, the consortium developed a pilot project based on the SALM model, which contains the strong points and the success factors of skills needed in senior tourism and social services sectors and training entities methodology and toolkits for the success of those good practices.

In the SALM project, we consider that youth need also access to good quality information about career options, the skills they need to be successful in the workplace and about different educational pathways and where they lead. This includes not only information about likely labour market demand but also “reality check” information about what different jobs actually involve.

These development efforts yielded a model for the improvement of the match between potential candidates for employment in the social sector and senior tourism, which focuses on the description of how a matching process can be organised by facilitators like Universities, guidance counsellors or VET institutions. The model is based on aiding students as well as potential employers to better understand their own skills and talents as well as skill needs respectively.

The **SALM model integrates the following phases**: Screening Phase, Awareness Phase, Matching Phase and Evaluation Phase, targeted to youth, employers and educators and employment and training counselors (3 target groups).



The contents of these phases are in the following table:

Model Proposal – Main Contents

Method	Phases	Target groups		
		Youth	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 youth best profile to work in social organisations, services sector and senior tourism: «how youth perceived seniors» and «how youth 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 youth.	To be aware on how educators, employment and training counsellors can support youth 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 youth to work in social services and senior tourism sector».	To organise events in companies with students, aiming at integrating and retaining youth 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 youth 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.

The model includes a perspective of using more work based learning and strengthening of interfaces between employers and students as well as educators, which is in line with recommendations by the European Commission to strengthen the role of internships and apprenticeships.

In the perspective of the internal evaluation the model developed represents a qualitative leap in the perception of a state of the art matching process as well as in the perception of the role of educators and training providers, which must include a strong element of facilitation of transition processes in the future.

Specific tools, the toolkits, were designed to support the application of the SALM model in real tests; the toolkits were developed for each target group of intervention, namely, youth people, counsellors and entrepreneurs. The Toolkits were developed by CECOIA, interacting with many partners, in particular ISOB and FR; preliminary version of the toolkits were tested with employment counsellors in FR.

The Toolkits are designed for employers, youth and job counsellors; for the first two stakeholders, a diagnostic tool is proposed for the new and basic skills required/need to obtain, that is, to check competence needs was developed for employers in the two sectors.

The SALM toolkits have a common framework consisting of:

- 1) the description of the different situations in terms of competences of the unemployed youth regarding the mismatches related to the labour market needs;
- 2) the description of the methods of diagnosis, intervention and evaluation of results;
- 3) a set of indicators to each phases (diagnosis, intervention, 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 youth, employers and employment and training counsellors;

At meso level:

Guiding youth to the labour market through reducing skills mismatches in social services and senior tourism sector; support employers' to attract and maintain youth 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?

- Youth;
- Employers and entrepreneurs (social enterprises, 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).

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 youth guidance, with employers, educators, employment and training counsellors, in particular offering tools to guide towards employability of youth in the social services and senior tourism sector.

A toolkit for the youth, which includes:

- i) A diagnostic tool;
- ii) A supportive instrument for evidences collection;
- iii) Framework on development to training success namely through a work context environment.

A toolkit for the entrepreneurs that includes:

- i) A diagnostic tool;
- ii) A supportive instrument (manual) to detect new competences needed for organisations.

A toolkit for employment counsellors for training and labour integration, which includes:

- i) Methodological guidelines for new competences and self-employment as well as entrepreneurship competences;
- ii) A supportive tool for the role of the counsellors as a facilitator element to the new job opportunities for the youth.

In total, the SALM model of intervention is supported by the toolkit manual and 12 specific annexes. The toolkits support the model-intervention concerning the integration of youth in the labour market through the improvement of their competences in line with the labour market needs and the qualification frameworks from social services and tourism sector. The toolkits have been elaborated, involving partners and integrating feedback. Feedback from stakeholders had been positive (Advisory Board in partner countries).

Pillar D. Pilot testing, Validation and awareness (WP 6, 7, 8, 9)

The consortium developed pilot project in 4 partners countries, based on a good practices selected from case studies and focus groups, containing the strong points and the success factors of competences needed to the transition into the labour market. The SALM model developed by the consortium was validated by the following activities in PT, UK, Malta and Spain:

- Presentation and discussion of SALM products with Advisory Board in member countries;
- Application of toolkits to a group of youth;
- Application of toolkits to a group of employers;
- Application of toolkits to a group of employment counsellors;

The most useful results of this concept, pilot project, are to show the importance of experimental based innovation.

The specific tasks of WP6 (Pilot Project) include:

T6.1 – The criterion for the selection of the pilot project from the good practices in key competences for lifelong learning (feedback from employers)

T6.2 – Application of the Pilot Project in 3 partner countries and the respective evaluation

T6.3 – Outcome indicators in order to compare the results in terms of the impact in decreasing mismatches and level of the youth unemployment in 3 partner countries.

According to the application, awareness actions concerning skill gaps and competences were carried out targeting:

- young public to raise their employability and participation in LLL;
- employers to increase participation in updating national qualification framework;

- public entities to increase the quality of education and training systems.

Concerning the real testing of the SALM project, partners undertook:

- testing the model in real situations in 4 partner countries and collecting relevant feedback to fine-tune them at the light of emerging problems and specific needs;
- definition of a strategic plan for the transferability and extensibility of results and the viable options to implement them, through public/private cooperation;

SALM partners implemented the main phases identified by SALM model (screening, awareness, matching and guidance), taking into consideration the specific experience of the organisation and also the main trends in youth unemployment:

- Glasgow Caledonian University (United Kingdom) focused the research on screening and awareness raising phases with youth involving employers from social care sector.
- Fundación Ronsel (Spain) and the Spanish experts started by approaching the topic from the point of view of counselors on employment. The Spanish approach was based on the direct contact of professionals with youth who are trying to get into the labour market for the first time or, who are trying to return after a period of training or unemployment.
- Institute of Tourism Studies (Malta) had an approach based on youth employability starting from a “*horizon projection of what the situation might be within five years*” in the two sectors. Malta is confronting with youth vulnerabilities in the labour market due to the lack of experience and also that youth mobility and inter-generational solidarity are two sides of the same coin. Nevertheless, youth often face issues related to securing decent affordable accommodation and gaining access to health and social care. The topic is very important at the moment in the country and the University of Malta is conducting a new study on social tourism in Malta together with other European Universities which will be published next year;
- In Centro de Formação Profissional para o Comércio e Afins (CECOA, Portugal), young students, employers and educators, employment and training counsellors were involved in the piloting phase, according to the project proposal. Regarding the 20 youth in the Pilot Project were VET students from the apprenticeship system, from two editions of the training course “technical commercial” (mainly, retail sales(wo)man).

Pillar E. Valorisation of results, and sustainability (WP 7, 8, 9):

The activities include targeted dissemination activities, of the stakeholders through Advisory Boards (institutions and policy makers, social partners and associations of the target group,

academic sector) as well as dissemination of project outcomes (good practices and the model) at partners' country level and at EU MS through electronic mail, websites and transnational meetings.

Main activities in this pillar includes, inter alia:

- Targeted dissemination activities, matching the different profiles and networks of stakeholders (institutions and policy makers, social partners and associations, academic sector) with the relevant SALM target groups (students, youth in vocational training, young unemployed);
- Exploitation of the model developed, by means of the definition of a targeted exploitation and sustainability plan through public/private cooperation;
- Dissemination of project outcomes (good practices and the model) at partners' country level and at EU MS through electronic mail, websites and transnational meetings.

SALM dissemination strategy (WP9) relies strongly on the different profiles of consortium members, including research partners and universities, youth associations, training entities, social partners and sectoral associations. Beyond specific tasks, they will carry out a systematic promotion and information activity through their networks at national and European level (CEDEFOP, REFERNET, EURYDICE, etc)

SALM partners update the web site which is also the main dissemination channel; SALM partners' web pages have links to <http://www.salm-project.com> in other web sources. UNIFI also used Facebook to disseminate news of the project; FR has a Facebook and LinkedIn pages, with many followers. The Table below shows the main principles of the SALM website.

Principles used for the SALM website' arrangement

<i>PRINCIPLE</i>	<i>DESCRIPTION</i>
<i>Informative</i>	The website aimed at providing readers with a general picture of SALM (pictures, partners, SALM stakeholders, documents, etc.). It presents the project relevant documentation as well as information about SALM relevant events that have been taken and are planned
<i>Multidisciplinarity</i>	The website contains information on sectors, approaches, etc. referred to so that any link with different disciplines might be created and implemented
<i>Attractiveness</i>	Design and structure have been thought, arranged and selected thinking of something that might have attract youngsters, providers, researchers according to the sources available. This is why for instance young individuals are constantly appearing on different web pages, running in dynamic pictures.
<i>Sharing tools, draft documents, working papers</i>	The website is conceived as a virtual space where partners do have a dedicated area where they can enter and upload relevant documents (in every format) divided per WPs. SALM website was then conceived as a virtual collaborative platform
<i>Synergy/ies with other ongoing European, national, local projects/activities</i>	As SALM works in a very high sensitive topic (<i>employment</i>) and for an important target (<i>youth</i>), the idea shared among partners from the very beginning was to create synergies and connections with existing projects and activities in order to promote a mutual dissemination and a successful mixture. This is the case – for instance - for the <i>OSA project</i> (Funded by the European Commission) and the related online multilingual platform and services (www.mutual-learning.eu) and for the <i>Calypso Maltese Initiative</i> (nationally funded). Such approach went on till the end of the project (see the effective synergies created with other national and international researchers on young adults coordinated by the University of Florence)
<i>Strict contamination between SALM Dissemination and Exploitation</i>	This was meant in terms of getting familiar with the project' outputs in order to grasp and use the most successful ones for having them reproduced, adopted, transferred in a local, organisational, territorial context
<i>Dissemination functional to SALM short-, medium-, long-term exploitation on an European, national, local level</i>	This was related to making SALM website users aware of what has been produced in order to evaluate whether to use it in other contexts, social services and senior tourism organisations, organisations working in other productive fields, etc. This came out especially of the empirical data collection deliverables (interviews, focus groups, case studies) and the selection of good practices
<i>Inspiration for future researches and activities following SALM approach</i>	Various “ideas” for further SALM development came out among partners and with stakeholders and professionals that were involved in the research. That will guarantee the continuity of SALM and will allow additional organisations, citizens to benefit from it in a medium and long-term perspective

The target groups of SALM project are the following:

- Unemployed youth;
- Young users searching for job;
- NGOs;
- Trainers;
- Entrepreneurs;
- Social partners;
- Youth associations;
- Counselors;
- Policy makers;
- Experts;
- Local authorities;

- Researchers dealing with youth issues, social services and senior tourism topics.

The starting point with SALM dissemination planning was to define:

- People and organisations to be contacted and involved.
- Motivation for them to be included on a regular basis.
- Typology/level of involvement considering mutual areas of interest and benefit from participation.

The specific tasks of this WP include:

T9.1: Dissemination Planning and monitoring: The WP leader will author a dissemination plan which further elaborates the plans laid out in section E.1. This WP will outline the approach and target groups and establish WP responsibilities amongst the partnership.

T9.2: Creation and Maintenance of the Website: As the main portal for communicating project activities and results to the public, a website will be created and extensively updated throughout the project. It will include the virtual collaborative platform, enhancing attractiveness with a strong interactive component.

To this aim, dissemination will include the identification of key target groups and stakeholders representative

T9.3: Publication of a paper: at the end of the project a paper (presenting the project results) will be submitted for publication in scientific journals and magazines.

T9.4: Presentation at Events: Including events and conferences, meetings, workshops, information “days”, either organised by other associations or by the partners. In particular the project results will be presented in two relevant European conferences to be identified by the consortium.

T9.5: Project Promotion: miscellaneous of dissemination materials will be distributed (leaflets, project summary, postcards, etc.)

T9.6. organisation of 7 national seminars to promote the project and its results among its target groups and stakeholders.

T9.7 organisation of two international conferences - one at Firenze and a second at Lisbon as final conference presenting the results of the project.

The main transnational and international dissemination tools consisted of:

- Arrangement of the SALM logo that was used on a regular basis and included in any dissemination material;
- Establishment and maintenance of the SALM web site arranged;

- Interviews and Focus Groups with university students and young graduates to let them know about potentialities of employment in the SALM sectors that was better investigated in the research and raised awareness about labour market areas where young students can get their job;
- SALM publications;
- SALM papers available on the web;
- SALM Newsletters;
- Establishment of the SALM facebook, where partner could afford to take up the discussion therein arranged;
- Mailing lists created by some partners for SALM purposes;
- Miscellaneous dissemination materials (leaflet, sheets, brochure, .ppt);
- SALM presentations;
- SALM inclusion in new project proposals.

SALM partners agree to continue to discuss the model and engage stakeholders in a dialogue about the general and transferable value of the approach which is not limited, or would even be misused, as a short term intervention, but aims at mid and long-term effect. Again multiple stakeholders pro-actively appreciate their involvement. In addition to the direct results and materials also the expansion of the European perspective is mentioned and appreciated.

To make SALM sustainable, UNIFI initiated discussions with Tuscany cooperatives, main providers of social services in the region, on improving UNIFI curricula, in view of social services providers need (mainly in management).

Fundación Ronsel, as a member of Youth Business International network, plays an active role in implementing youth entrepreneurship in Galicia region. The goal for the years 2015 and 2016 is to promote entrepreneurship in the fields of social services and senior tourism. These businesses will be led by youth under 35 years; FR will support those young entrepreneurs with the passion and commitment to start a business and find that they are unable to get the support they need.

3. Project Outcomes & Results

WP 2 Analysis of partner countries policies ensure prevention of unemployment rate for youth

The main part of the second working package consists of the analysis of partner countries policies. The main responsible for this activity is the partner Glasgow Caledonian University, other partners like CEPCEP, CECOIA, FR, LMS, GCD, UNIFI contributed with national reports. An update of unemployment as well as NEETs data is included in the Annex 1 in section 7.

The research activity was built on desk research (literature review, policy doc etc) - complemented by field research - and it provides the conceptual framework against which the empirical research and the development of the model will be built as well as from the results of pilot project. In a collaborative forum, stakeholders, experts, social partners also contributed with their inputs and exchange opinions on new learning processes.

According to the reporting by partner GCU⁴⁹, WP 2 has been “completed by all partners apart from one (Spain) who is working on its report. Overall, all reports present an overview of the country’s (or region in the case of Italy or nation in the case of the UK) situation in terms of unemployment and in particular youth unemployment. Each report presents the youth employment strategies and key related policies adopted by governments to contrast youth unemployment as well as to match skills and employment request. Overall, countries show strong similarities in youth employment policies as it will be pointed out by the integrated WP2 report which GCU is working on in this period.”

UNIFI reports “the Regional Report by Tuscany has been delivered on time and without any particular difficulty. The University of Florence has been working and is actually working in the SALM issues on an international level so the know-how and expertise gained allowed to face this WP on time and carefully. From a financial point of view it must be underlined that difficulty (still to be solved) related to translation costs.” The contribution of the new Spanish partner was to be integrated later on.

⁴⁹ See report *SALM_D7_Wp2_integrated_report*

Synthesizing research in Malta, Romania, Portugal, Scotland and Tuscany (Italy) the study by GCU presents the policies described as responses by governments and organisational actors to face challenges on the supply and the demand side of youth employment.

On the supply side early school leaving, poor education/professional training, social class bias and similar socio-cultural features (ethnic minorities, migrants, women) or issues of physical and intellectual capability (disabled people) affect the quality of the labour supply.

On the demand side, economic circumstances limit the capacities of the private and public sector to create jobs as does a lack of entrepreneurial skills and capabilities, the employers' perception of youth's lack of work readiness (youth see often as overeducated but under-skilled, included soft skills) and, in the interpretation of the author, business preference for flexible and non-standard working contracts.

SALM countries' governments aim to contrast challenges on the supply side by adopting various policy tools.

For Portugal, the report lists:

- promoting more and better education through reducing early school leaving
- increasing graduates' numbers in higher education
- systems of qualification (skills and certification mechanisms; more trainings in association with company-organisational development; working at company managerial levels)
- adjustment of trainings to needs of requalification;
- job creation and entrepreneurship.

Most notably the program "Impulso Jovem"⁵⁰ included measures to employment, further (back) to education, training, and paid internships. At the end of December 2014⁵¹, there were 70 498 internship in Portugal managed by IEFP (Portuguese Public Employment Services).

The Figure below is a snapshot of these options in the website:

⁵⁰ Created by the Resolução do Conselho de Ministros n°36/2013, de 4 de junho (Portuguese Government Resolution n°36/2013). The official website is <https://www.garantiajovem.pt/>. Public Employment services centre in major towns and cities in Portugal (IEFP), local NGO and Gabinete de Inserção Profissional from local council services provide the physical locations to implement the measures of Garantia Jovem.

⁵¹ IEFP, 2014, Relatório de Execução Física e Financeira (Dezembro), pg 13, Inserção Profissional.



Emprego

A Garantia Jovem ajuda-te a encontrar uma proposta de emprego. Também podes conhecer apoios e incentivos para criares o teu próprio emprego.



Educação

A Garantia Jovem ajuda-te a concluir o teu percurso escolar, nomeadamente através de cursos profissionais com uma grande componente prática.



Formação

A Garantia Jovem ajuda-te a encontrar a formação certa para ti, incluindo uma oferta com equivalência escolar. Valoriza-te através de formação.



Estágio

Com a Garantia Jovem podes realizar um estágio remunerado que te permite adquirir competências fundamentais para o mercado de trabalho.

Source: <https://www.garantiajovem.pt/>

In Scotland the policies include:

- program “Opportunities for All” aims at engaging youth in learning and training to keep them ‘employable’. 16-19 year-olds are offered 46,000 training places.
- improving the quality of colleges
- support for communities in their efforts to reengage youth.
- Education Maintenance Allowance for youth in need to secure they remain in education;
- careers support services also through social media;
- My Work Coach programme to support youth at risk of disengagement.

Malta follows a National Youth Employment Strategy which puts education and skills development issues at the core. In the assessment of the correspondent “the most relevant challenge to youth employment does not come from lack of available jobs but rather from youth’s lack of skills” Maltese policies focus on:

- supporting school completion;
- encouraging educational attainment and formal validation;
- facilitating re-integration of disengaged youth.

The author notes a decline in its NEET rate (from 27.4% in 2000 to 10.6% in 2011) as evidence of success of these policies.

Since the relevant policies in Italy are shaped by regional governments the UNIFI report focuses on the example of the region Tuscany. The report highlights the program *Giovani Sì* program, which is focused on:

- the right to study;
- high professional training connected with the demand side;
- hiring subsidies;
- subsidies for self employment;
- contribution for buying-renting homes (all connected with “Youth on the Move”).

Other measures are:

- improve the organisation and functioning job services;
- policies to reduce precarity;
- fostering young workers shifting from fixed term to open ended contracts.

Last but not least, the Romania’s partners focused on particular groups among youth in the labour market, namely

- improving the condition of young Roma
- disabled people (social and economic exclusion).

For both groups access to counselling programs and trainings conducive to jobs outside the agriculture sector as well as general education is key.

Regarding the demand side the synthesis report highlights the need to support job creation by the private sector. All SALM countries’ governments use policies for this for example:

- fiscal policy advantages for companies hiring youth or unemployed;
- salary compensations
- agreements on wages.

As an example the report mentions the Estímulo 2013 in Portugal.

Governments also need to support self-employment, entrepreneurship, micro-credit programs.

Highly relevant for the SALM project are policies to foster the role of the third sector or the social economy in the creation of new jobs. The report mentions that in Portugal, the role of non-profit organisations in the delivery and management of social services is considered strategic by the government. Policies include the micro-credit programme, which is developed with the support of the Cooperative Antonio Sergio for the Social Economy—CASES).

Policies to support the third sector are in place in Scotland and Tuscany, while Romania has not focused this potential.

Among the measures aimed at the supply side the report highlights policies which aim at reassuring employers about the ‘fit for work’ character of youth.

Examples include the Certificate for Work Readiness in Scotland, the Job Experience Scheme (giving youth a working experience) and the Active Youth Scheme (job experience through social enterprises) in Malta.

The report concludes, “countries included in the SALM project present very similar policies to tackle youth unemployment on both its supply and demand side aspects.”

The report continues to link the findings to the SALM project approach, as a number of factors (ageing, economic stagnation and public deficit, end of extended families, more women in employment, geographical mobility) suggest that there will be an increase in demand of both care and senior leisure activities.

Preliminary insights from the reports suggest that capacities to create youth employment in these sectors are different in the partner countries and qualifications of youth interested in working in both sectors need to be better organized.

The report claims that “policies should assume an integrated approach (local development, welfare state etc. should be integrated) as otherwise the policy impact would be minimal.”

The report continues to link the findings to the SALM project approach, as a number of factors (ageing, economic stagnation and public deficit, end of extended families, more women in employment, geographical mobility) suggest that there will be an increase in demand of both care and senior leisure activities.

Details of the policies and measures mentioned above can be found in the full synthesis report as well as the individual country reports available through the website.

WP 3 Case study and focus group-tourism senior and social services

In the first meeting in Florence (February 2014), CEPCEP, as leader of WP3, presented and distributed two templates related to the case study and focus group which were accepted by all partners⁵². 3 Senior Tourism case studies and 3 Social Service case studies were conducted

⁵² The final synthesis report is *SALM_D8_WP3_Sinteses Report*

in Portugal. In its country report (January 2014) partner CEPCEP, based on studies in three entities, which were interviewed according to a common interviewing plan, identified a number of skills gaps in social entities along with future employment trends. Additional case study interviews have been conducted with City of Loures, School of Hospitality (in Lisbon), Inatel, SCM of Chaves, Amadora and Alcacer do Sal.

The entities on social services are active in residential ageing care (nursing home), non residential ageing care. Two of them provide also child and general health care, covering almost 1000 clients with a staff of 832, 90% of them having specific training. Main qualification/skills mismatches found were: team-work skills, communication skills geriatric skills and to a lesser degree health competences. Entities interviewed claim budget restraints as the reason for not being able to attract or train sufficient competences.

The entities expect employment perspectives in a number of sectors: “SCM Chaves consider that they expected the development of social canteen, take away meals service, continuing care, non resident support through a battery of services, tourism for the senior population and innovative technologies in ageing care. SCM Amadora foresees the development of non-resident equipment and the respective activities. SCM Alcacer do Sal expects to open social canteen and also an increase of ICT to be applied in several activities besides the management and residence equipment.” The entities emphasize the need to generate skills in polytechnics institutions, but even more the need for continuing training, particularly for lower skilled workers.

CEPCEP conducted a Focus group on the 12th December 2013 with experts of ANQEP on Qualification and vocational training and classification of professions, debating on future trends in employment growth, jobs in what sectors and professions and what are the new or expected needed competences:

SALM Interviews, Focus groups	
<i>Target of participants/participating organisations and approximate number</i>	National Sectoral Council for Health and Services to the Community (9 representatives) - National Agency for Qualification and Vocational Education and Training - ANQEP
<i>Dates</i>	12 th December 2013

<p><i>Description of the activity/action carried out</i></p>	<p>Focus Group with policy makers and experts on Qualification and vocational training and classification of professions. Presentation of the SALM project, goals and main research work. Debate on future trends in employment growth in what sectors and professions and what are the new or needed competences.</p> <p>New Qualification of Technician of Family and Community Support. The respondents highlighted that in order to respond to the Social Services sector needs, a new EQF level 4 Qualification was inserted in the CNQ: the qualification of Technician of Family and Community Support, complementing the prior level 2 qualifications Assistant of Family and Community Support.</p> <p>According to the respondents there is an increasing need of management orientated towards sustainability and social economy, rather than commercial/profitable management.</p> <p>Geriatrics, considering the increasing number of dementia situations within senior population, will be a growing field of employment, requiring specialized training.</p> <p>According to the respondents existing qualifications and related learning pathways respond to the labour market needs in both sectors: Social Services and Senior Tourism</p> <p>However “end-users oriented” should be integrated in the existing learning pathways, as well as new qualifications as operational therapists and health and Well-being Coaches.</p> <p>Regarding skills developments soft Skills were referred by all participants as core skills.</p> <p>Communication skills are 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 competences to be acquired and developed within all learning pathways (formal/non formal) leading to Social Services and Senior Tourism Qualifications.</p>
--	---

In Romania, Focus Group research on cases included 12 Respondents from social scientists, experts in tourism, youth workers, youth counsellors, experts in education, experts in labour market, information technology specialists.

The experts validated the relevance of social services as a field of youth employment, since there will be a growing demand on social services, because of the increasing number of elder citizens, mostly living alone, due to the migration of youth factor. Also the senior tourism could become an important resource for Romania, a country with huge touristic potential.

However, the experts claim, according to the report, that “In Europe, due to high financial income of the elders, the senior tourism is blossoming, whereas in Romania this sector, apart for balneo-tourism, which is subsidized form public funds, was neglected.

The participants pointed out the fact that both sectors are neglected in Romania, and both of them present high potential of development.” Experts substantiated this claim with the current understaffing of social services in Romania: “if we compare the number of social workers to the population, Romania has a report of 4,024 inhabitants on 1 social worker, more than any other European countries such as Sweden (1/300), United Kingdom (1/600) or Italy (1/1600)”, “in prisons, for 800 inmates there is only one social assistant”, ” the social mediator, in schools, is an optional staff member, instead as mandatory, as in most members states”.

Youth Employment in the social field can be facilitated by a national strategy to increase the number of social services employees, according to a level closer to the European one, or by mobilizing the civil society (associations and foundations) to have a higher involvement.

SALM Interviews, Focus groups	
<i>Target of participants/participating organisations and approximate number</i>	The Quality of Life Research Institute – Romanian Academy, Ministry of Youth and Sports, Ministry of Education, Ministry of Labour, Family, Social Protection and Elderly, Foundation for Community Care, Euro<26 NGO, Bucharest,
<i>Dates</i>	December 2013
<i>Description of the activity/action carried out</i>	<p>The participants concluded that the level of youth employment in social services and senior tourism could be raised with the right enhancement in policies and national strategies, as well as with an educational system which is better connected to the labour market needs. The discussions focusing on youth employability, revealed low participation of youth in the labour market as well as the need to increase labour market participation of this group in areas where they can be a valuable resource.</p> <p>Regarding employment, the significant discrepancies that are registered in the employment rates of youth (15-24 years), the average in Romania in 2011 was 31.1%, about 11% less than EU average 42.6%, were emphasized. Another aspect of reduced employment of youth, with particular significance, is the growth rate of youth not engaged in any form of education, employment and training (NEET). While in 2007, 13.3% of youth belonged to the NEET group, in 2013 their share rose to 18.9%.</p> <p>The discussions revealed the need to address the issue of employability of youth from two complementary perspectives. From the point of view of the present needs but especially future needs of the labour market, mainly the areas that have the natural development tendency, such as social services and tourism for the elderly, because of the aging population phenomena in Europe. And from the perspective of institutional analysis, focusing on the ways in which rights guaranteed for youth, namely the right to education and the right to work, is providing them the skills necessary to access quality jobs.</p> <p>Developing social tourism in general and senior tourism in particular will contribute to the development of social services, where the youth can be involved, such as: accompaniment, personal career during the sejour, kintotherapy, nutrition, animator, medical assistant, so on. The discussions revealed the need to address the issue of employability of youth from two complementary perspectives:</p> <ul style="list-style-type: none"> • From the point of view of the present needs but especially future needs of the labor market, mainly the areas that have the natural development tendency,(because of aging population) such as social services and tourism for the elderly. • From the perspective of institutional analysis, focusing on the ways in which rights guaranteed for youth, namely the right to education and the right to work, is providing them the skills necessary to access quality jobs. <p>At a policies and strategies level, it was discussed the way in which state institutions ensure and guarantee the right to education and work for youth, in relation with current and future requirements of the labour market and with what impact.</p> <p>The Ministry of Education provides the right to education, but the Ministry of Youth and Sports also plays an important role in facilitating access to non-formal education complementary to formal education.</p>

Without this adjustment, in policy / strategy / regulations, there is a risk of losing this human resource consisting of young qualified social workers and maintaining a low level in this

field, quantitatively and qualitatively. Regarding Senior Tourism experts hinted at a general unsatisfactory exploitation of the market potential for tourism in general as of senior tourism as a consequence.

The Focus Group comprised The Quality of Life Research Institute - Romanian Academy, Ministry of Youth and Sports, Ministry of Education, Ministry of Labour, Family, Social Protection and Elderly as well as Youth NGOs, namely Euro<26 Romania and Young Manager National Foundation. White and Yellow Cross Romania - Social Service and General Directorate for Social Assistance and Child Protection NGO “Cercetasii Romaniei” have been interviewed as well.

In UK, employment opportunities for youth in the social care sector follow a bifurcated path: on the one hand, the social care sector is one of those where job creation is expected to happen in the near future, on the other hand, though, youth are not the ‘priority’ in social care employers recruitment strategies. Most of the care providers would, in fact, prefer hiring an experienced worker. Interviewees stated that the social care sector requires skills (mainly soft ones) which youth do not possess. UK detected two types of mismatch:

- a) the social care providers need to have workforce ready for use immediately after employment while youth would require a certain time to be trained and acquainted to the new role;
- b) for specific social care activities, youth are considered not “fir for purpose” as the challenges they would need to face would be too much for a young person (e.g. dealing with a peer suffering from abuse or illness).

ITS developed work on Focus Group: a team of specialist/experts in their area of expertise ranging from; educators in VET institutions, councillors, HR directors working in the tourism industry, to policy makers were invited early November to give their views on increasing youth employment and encouraging senior tourism.

Together with the Focus Group, ITS held six interview meetings with stakeholders to present in conjunction with the above report.

UNIFI promoted a FG with 8 cooperatives, providers of social services:

- Cooperativa Il Girasole
- Cooperativa CAT
- Consorzio Zenit
- Consorzio Co@So
- Cooperativa Di Vittorio

- Cooperativa San Tommaso D'Aquino
- Cooperativa Pane e Rose
- Consorzio Astir

The Italian "social cooperative" is a particularly successful form of multi-stakeholder cooperative which exist in many types:

- "Type A" social cooperatives bring together providers and beneficiaries of a social service as members;
- "Type B" social cooperatives bring together permanent workers and previously unemployed people who wish to integrate into the labor market;
- "Consortium" which is an association of two or more social cooperatives.

The main conclusions of the FG are: 1. Growth of the social sector; and 2. Diversification business models. There was consensus concerning the needs of social services in the region and that those needs are increasing; due to new technology and changing business models, new skills gaps emerged during the debate with the participating cooperatives and that new management practices are urgently needed. To fulfil Cooperatives corporate mission, a review of the current training offer is required. Therefore it proposes bringing, for example, the start of interdisciplinary master to marry the social and health area and the activation of meetings between companies and students to explore what the labour market requires in terms of skills and competences.

"Type A" social cooperatives need a very different roles for the services in which they are specialised. These roles and professional profiles are summarised below:

- social inclusion operator (who helps underprivileged people to find an occupation);
- linguistic and cultural mediator (especially in some place where immigration is very high);
- human resources manager;
- professional ICT teacher;
- european training designer (especially if he is a Fund Raising);
- responsible for integrated communication that knows how to work with social networks and traditional media (tv, radio);
- health educator;
- service manager: "This kind of role should be grown inside the organisation because this person needs start working like a professional teacher does and understanding the problem of this work, after he will entrusted with more responsibility. This role needs transversal skills like competences in social service first and later in human resources that he can improve in lifelong learning" (Doct. A. Nencini, President of "COOPERATIVA IL CENACOLO").

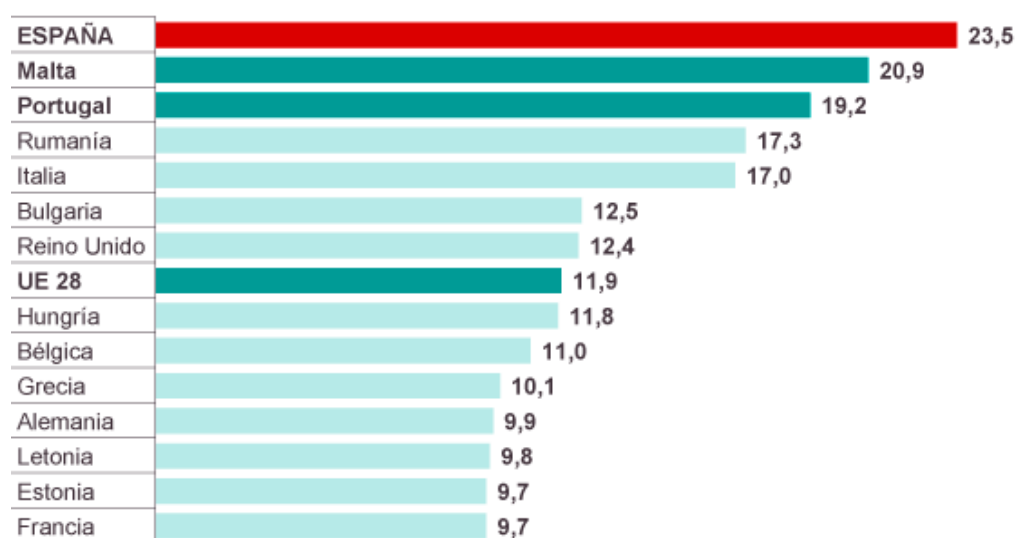
Consortium needs a professional profile having transversal competences both in project planning, marketing and new technologies. This is strictly related to the economic downturn

affecting the Italian productive system as well. *“Marketing is important because professional training is a service that has to be sold but there are a lot of agencies on the territory and the customer gets disoriented”* (Doct. M. Pippolini, President of “IRECOOP Toscana”). More specifically, Consortium would need to recruit youth having transversal skills and competences more than just one specific competence.

“The expert in local development does not exist, there is no such a thing like a designer: instead, there is the person who knows how to integrate the ability to research and design with the ability to fit into a context and create jobs” (Doct. L. Cecconi, President of “COOPERATIVA RETE E SVILUPPO”)

FR promoted FG with 20 experts debating on tourism issues and social services. One of the major issues is the early school leaving phenomena (for 2013):

ABANDONO ESCOLAR TEMPRANO EN LA UE



Against this background, the FG recommendations for new competences are:

1. Specific professional profiles related to senior religious tourism on the Camino de Santiago;
2. Specific professionals profiles in the nautical for seniors;
3. Specific professional profiles related to the management of corporate volunteer programs;
4. Specific professional profiles related to crowd funding, fundraising and crowd working, aimed at youth for fundraising for NGOs and management of shared spaces for NGOs.

In general, in terms of social services, the main domains mentioned as priorities in terms of training needs are: hygiene, health and safety at work, nutritionist, gerontology, health care for elderly, equipment cleaning, hygiene and food safety, culture animation and ICT/quality, socio-civic competences, team work skills. The management domain is one of the most important and includes issues such as conflict management, human resources and leadership, new technologies/quality includes also certification and public attendance.

Regarding Senior Tourism the Case Studies' highlights are:

- Senior tourism is a sector less developed in relation to social services but with unknown development potential ;
- the project seeks: i) to identify good practices to develop senior tourism possibilities; ii) to develop joint methodologies and giving policy recommendations based on good practices; iii) to increase networking capacity and synergies within European-senior tourism economy networks and projects; iv) to find solutions to turn population ageing into asset and overcome challenges linked to structural change through new innovative means in order to create new jobs;
- In terms of skill needs the most important are related with the soft skills, mainly Responsibility and assertiveness, Communication within the organisation and Team work;
- In terms of future perspectives we must mentioned that some entities agree with a creation of additional jobs in line with World Tourism Organisation that foresee a great increase in the future market 2020 in terms of new jobs (detailed in points 7, 8 and 9), according with the features of senior population, 35% of population over 65 years have some type of disabilities implying another type of tourism, namely accessible tourism (World Health Organisation).

Main areas of qualification will include:

- Romania: Ozone therapy, laser therapy ,Tourist Guide, Ticketing, assuring company, reservation/booking;
- Portugal: Training in behavioural and computer skills in sales and accounting. Animation activities, first aid, conflict management and sales. Interpersonal communication and behavioural area.
- Spain: Language, Customer service, Entrepreneurship, Management of new applications (computer). Managers of activities and events. Monitors adventure (adventure tourism). Monitors route.

WP 4 Good practices: examples of employment for youth in tourism senior and social services area

The responsible for the good practices working package is ITS⁵³. Building on the results of WP2, a set of good practices will be identified and investigated in depth, according to a list of selection criteria drawn from the conceptual framework. The researchers would bring together the recent experiences in partners' countries concerning innovative strategies, approaches and practices that are successful in promoting the integration of the youth in the labour market. Special attention will be devoted to the good practices, which combine upgrade competences and organisations' needs.

The Good practices selected among the partners countries and on the base of WP2 and WP3 activities and on the main criteria of the methodology were as the more relevant ones:

- ✓ G. DI VITTORIO – Società Cooperativa Sociale ONLUS (IT)
- ✓ INSTITUCIÓN BENÉFICO SOCIAL PADRE RUBINOS (SP)
- ✓ INATEL Foundation (PT)
- ✓ Santa Casa da Misericórdia da Amadora – SCMA (PT)
- ✓ CALYPSO- Social Tourism Project (MT)
- ✓ SoTo - Socializing Tourism, integrated training course for social tourism (MT)
- ✓ Federația Filantropia(RO)
- ✓ Princess Margarita of Romania Foundation (RO)

Partner ITS reports that the selection of good practices was done in the context of the focus groups. ITS suggested two indicative good practices in the context of its monitoring report, Jobs+ Malta's Active Labour Market Policy, a Government lead initiative (backed by the major Unions) to encourage youths, single parents and other individuals presently on social assistance to find employment. The initiative is based on the work by Guiliano Bonoli (2010) – 'The political economy of active labour market policy', who on profiling the Active labour market policies (ALMP) cited that many people on social benefits would rather stay out of the labour market, as the difference in social service benefit compared to the minimum wage of westernised countries is minimal and thus does not enticing these individuals to seek full-time employment and become productive.

The second 'Good Practice' that ITS will be contributing towards the SALM Project will be the rejuvenation of the Calypso Project -again a Maltese initiative, to promote Senior Tourism.

ITS personnel, together with other experts in the field, analysed the pitfalls of the current scheme to establish why it never took off to become the success that was anticipated.

⁵³ See report *SALM_D13_Synthesis Report of Good Practices Final*.

Amendments and new ideas are being drawn up to stimulate interest in the scheme that needs the support, commitment and involvement of all the stakeholders to become a success it promised to be.

Romanian Partners (GCD and LMS) reported that in the Social services the most relevant example of good practices is the White-Yellow Cross Foundation, which provides home care since 1996 for patients with medical insurance as well as part of social projects for patients without insurance, low income, handicap etc.

Organisations like Red Cross Romania develop social programs to assist people without income, providing food to improve social canteens, helping children in orphanages, moral and material support elderly in hospital and residential care homes for the Elderly, occasional helping refugees from Romania, home care services and medical social elderly, community development programs. Red Cross Romania is currently working with over 10 000 volunteers to ensure all the social assistance services.

Further examples include Romanian Scouts and the Filantropia Federation who both, through their social services, provide an alternative to the social services offered by the state and strengthen the community and the social dialogue. This organisation combines, through specific programmes social tourism (for youth and elderly) with providing social services.

Rural Tourism is another branch that Romania has a lot of potential in. As an example, the Dinosaur House in Orlea village, Olt county, built by St. Marie Association, allowed the whole region to expand and open up small business in tourism.

Partner UNIFI provided a selection of good practices along with selection of case studies. While all of the partners reported in English, case study descriptions and focus group report from Tuscany are available in Italian language only (on the website of the project).

CEPCEP and CECOIA selected good practices as the case studies and focus group reports were concluded. They selected also the following good practices: Fundação CEBI, an ONG dedicated to elderly care (with nursing home) as well as in education for children in impoverished neighbourhoods; Fundação S. João de Deus, an ONG dedicated to mental health and active ageing.

The majority of the selected good practices presented the following features:

- The priorities based on successful integration of youth into employment and also into social and economic inclusion considering the high level of youth unemployment in all partner countries;

- Significance of investing in programmes which combine employment policies with targeted interventions in other policy areas-it is recognized that for youth to have smooth transitions from schooling to employment at different periods in their life, there needs to be a collective commitment from all stakeholders.
- A comprehensive and integrated approach with recognition of the value of each person, individualized approach and focus on people;
- Improve the living conditions of youth and the elderly;
- Stimulate intergenerational solidarity and create bridges of communication between the young and the elderly;
- Contribute to the institutional development of NGOs working with youth and seniors;
- Foster local creativity and talent, ensuring self-determination and privacy of beneficiaries.

In terms of employment and skill needs:

- None of the entities interviewed in the social services sector referred that “some jobs will be eliminated”. On contrary due to the aging population phenomena, there will be an increase in the social service for elders sector;
- Entities agree with the creation of additional jobs: for higher and technical qualifications (employees or volunteers) physiotherapists, psychologists and socio-cultural animators;
- Kineto-therapy, masseurs, Vocational Advisers, especially for the disabled and Social Mediators;
- Some entities referred that the existing jobs will be re-defined such as home helpers; professionals working in Front office department (RO); In Italy the most important changes in profession profiles are linked with their redefinition.

According to FR, the good practices selected for Galicia are:

- Social Charity Institution *Padre Rubinos* provides shelter and soup kitchen for passersby. It is an institution in the city of A Coruna;
- *Economic kitchen Coruna*, founded in 1886, is a reference soup kitchen in the city of A Coruna;
- ACLAD, Citizens' Association Against Drugs, in operation since 1979, addresses the problem of drug addiction in the city of A Coruna.

For Galicia, FR Focus Group recommendations for new competences are:

1. Specific professional profiles related to senior religious tourism on the Camino de Santiago;
2. Specific professionals profiles in the nautical for seniors;
3. Specific professional profiles related to the management of corporate volunteer programs;
4. Specific professional profiles related to crowd funding, fundraising and crowd working, aimed at youth for fundraising for NGOs and management of shared spaces for NGOs.

In general, in terms of social services, the main domains mentioned as priorities in terms of training needs are: 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 Capacity, conflict management, human resources and leadership, new technologies/quality includes also certification and public attendance

Development of the internal and external training for all staff; constant and systematic integration of new technologies in daily life of the institution; further development of Volunteering; development and improvement of customer service to the public permanently.

In senior tourism sector, the training of new competences are linked with animation activities, first aid, conflict management and sales and also with behavioral and ITC skills.

WP 5 Toolkits development

Building on the results of WP3 and WP4, this WP is aimed at the development of a set of instruments supporting the development of the SALM model concerning integration of youth in the labour market through the improvement of their competences in line with the labour market needs and the qualification frameworks.

The responsible for this work package is partner CECOA⁵⁴. The toolkits have a common framework consisting of three points: 1) the description of the different situations in terms of competences of the unemployed youth regarding the mismatches related to the labour market needs; 2) the description of the methods of diagnosis, intervention and evaluation of results; 3) beyond the description will be provide a set of indicators to each phases (diagnosis, intervention, evaluation/impact of results). The Toolkits Manual and annexes are available in English and in Portuguese.

A toolkit for the youth, including:

- i) a diagnostic tool;
- ii) a supportive instrument for evidences collection;

⁵⁴ See report *SALM_WP5_Toolkits manual 2015 after pilot phase final version* and its annexes for toolkits to each target group.

iii) framework on development to training success namely through a work context environment.

A toolkit for the entrepreneurs including:

- i) a diagnostic tool;
- ii) a supportive instrument (manual) to detect new competences needed for organisations.

A toolkit for employment counsellors for training and labour integration, including:

- i) methodological guidelines for new competences and self employment and entrepreneurship competences;
- ii) A supportive tool for the role of the counsellors as a facilitator element to create new job opportunities for the youth.

The stage of diagnosis aiming at characterizes the problem also enter into consideration with the motivation to learn throughout life, and the gaps in learning system vis-à-vis to organisation's needs.

Differentiation strategies will take into account two factors, first, the competences of the unemployed youth and their educational and learning background experience, second, the needs of the organisations and third importance of the national qualification framework in the education training systems.

The main results of WP 2, 3 and 4 in different situations in terms of competences of the unemployed youth show that the main mismatches related to the labour market needs are:

Concerning the internal employment prospects in the next 5 years (PT results)

- Increased need for workers with higher qualifications in geriatric domains, physiotherapists, psychologists and socio-cultural animators as well as the creation of a qualified volunteers service;
- Animators for Senior Tourists services.

Concerning the Qualifications, skills or training needed in the next 5 years (PT results)

- 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.).

Match between training provided in education centres and the needs of jobs required (PT results)

- The skills needed for the jobs connected with higher skilled workers are mainly satisfied by universities and VET providers;
- 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.

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

Diagnosis – overall description, screening tool and supportive instrument for evidences collection

Intervention – training and awareness sessions, coaching and mentoring (structure, objectives, main contents, etc)

Evaluation/Impact – reaction evaluation (after the pilot sessions), 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 for the project

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

Indicators of Diagnosis – number of soft skills identify before the intervention and number of persons who participate in the diagnosis

Intervention – number of beneficiaries who were involved in the training sessions and number of training yours they attend; number of exchange of experiences among youth, entrepreneurs and employment counsellors for training and labour integration

Evaluation/Impact –

- Reaction evaluation report (satisfaction level)
- Beneficiaries overall impact evaluation (main strengths, weaknesses, opportunities and threats)
- Stakeholders evaluation (advisory board evaluation)

1 - One toolkit for the youth:

A set of instruments for training entities, aimed at supporting a better performance for a lifelong learning approach, including:

- i) a diagnostic tool to screening soft competences;
- ii) a supportive instrument for evidences collection;

- iii) framework on development to training success namely through a set of workshops in VET centres, and, when possible in job context environment;
- iv) introduction of new skills coming from the entrepreneurial world namely concerning self employment and entrepreneurship.

2 - One toolkit for entrepreneurs

A set of instruments for entrepreneurs/companies, aimed at supporting a better performance for a lifelong learning approach, including:

- i) a diagnostic tool to screening management and organisational development;
- ii) a supportive instrument (manual) to detect new competences needed for organisations (the same tool used to screening soft competences of youth);
- iii) A supportive instrument to the creation of a network of entrepreneurs.

3 - One toolkit for employment counsellors for training and labour integration

A set of instruments for the employment counsellors, aimed at supporting a better performance for a lifelong learning approach, and reducing the mismatches, including:

- i) methodological guidelines for new competences including self employment and entrepreneurship competences;
- ii) A supportive tool for the role of the counsellors as a facilitator element to create new job opportunities for youth.

WP 6 Pilot Project

The aims of this WP are the application of the pilot project in three partner countries (UK, PT, and MT). FR, the Spanish partner, conducted also a Pilot testing. The pilot test was adapted to the specific situations existing in the partner countries. The partner Global Commerce Development⁵⁵ is the main responsible and coordinator for the implementation of pilot project.

In the Portuguese Piloting, 6 potential employers were involved: 4 women and 2 men. Regarding the entities, 2 are from Foundations, 3 are from organisations of the third sector, representing private institutions of social solidarity, and finally, 1 person is from a VET provider. Also in the Portuguese Piloting, 17 educators, employment and training counsellors

⁵⁵ The final report is entitled *SALM_D18_WP6_pilot evaluation report*

were involved in the piloting phase: mainly women (82%); 4 participants from a VET provider; 4 representing private institutions of social solidarity; 8 coming from third sector employability offices and 1 person representative of a group of regular schools. As to youth, the 1st group was composed by 8 young students (4 women and 4 man), at the end of the 3rd years course, already with some experience in the social field. 75% with voluntary experience in a program promoted by CECOA and Centro de Dia e Apoio Domiciliário Coração de Jesus/S. José (Santa Casa da Misericórdia de Lisboa)⁵⁶; the 2nd group was composed by 12 students (6 women and 6 man), at the 2nd year of training course, without previous structured voluntary experience in the program mentioned above.

All piloting countries identified that education often represents the best hope for those youth seeking to break out of the cycles of social reproduction that transmit poverty and social inequalities across generations. While an overt commitment to equal opportunities in education is common in most of our countries, youth less educated and certain minority ethnic communities often continue to under-achieve. In some cases they absent themselves from school. Others, meanwhile, are formally excluded on the grounds of their problematic behaviour. It has been recognised, however, that for many youth the route from formal education to the labour market is far from straight forward: it now tends to be delayed, protracted, complicated and – in some cases - fractured.

The feedback from Portuguese youth involved at the piloting was very positive:

- Regarding the **screening phase**, the most surprising results were the lower self-assessment of the students regarding their knowledge and use of other languages. The great majority of youth self-evaluated with good cognitive competences and personal qualities, as we called them, «to work with the seniors»:
 - Students feel comfortable with other people, but expect improvements in their assertiveness and daily work capacity control. They perceived as «easily adaptor of new situations», and answering to the hierarchy and teamwork.
 - They perceived themselves as good communicators, although in more complex situations students hope to improve the relationship with others.

⁵⁶ The aim of the voluntary program is to develop inter generational dialogue through a friendly and simple approach in teaching internet browsing to elderly people and the program started in May 2013: <http://www.geengee.eu/geengee/index.jsp?idPagina=120>.

- The vast majority replied know how to use new technologies, particularly social media, and having competences to organize events/initiatives and solve problems.
- At the end, there were no significant differences regarding self-perception results of the two groups (with and without voluntary experience).
- The two young trainees Portuguese groups, a total of 20 persons, accepted very well the content of the **awareness session**: the discussion focused on the «perception they have from the senior population in Portugal».

During the session, a brief presentation about «the Portuguese elderly population and the situation of solitude» was given, as well as the presentation of some national practices to combat social, even physical, isolation (solitude).

Experts in focus groups presented the results as the gaps and potential employment in the fields of social services: as cultural animators, technical and community assistants, and professions related to the use of information technology for supporting the social services (for example, the telecare services to help seniors living alone or with another senior), and the senior tourism (for example the use of ITC to offer alternative and adapted touristic routes and guides).

- The **matching session** general objectives were to support youth in their CV presentation and also to prepare an action plan to work with social services and senior tourism sector.

During the matching phase, it was pointed out the advantage of an early approach of students and potential employers, through volunteer programs. It was recognizing that it is not always easy to develop structured internships in organisations, particularly in smaller ones or with few resources: the welcome and further supervision require preparation and planning, which are not always easy for organisations with limited resources.

The session focused on developing more attractive CVs to employers, and for the preparation of an action plan.

- For the **guidance phase**, the main goal was to evaluate how students/trainees perceived the add value of the initiative and reflect about the outcomes of their participation in the initiative. The main results of the SWOT analysis were the following:

<p>Strengths S</p> <p>The coaching sessions, in particular, during the matching phase when students learned how to prepare their CV with the proper competences to work in the social services and tourism sector.</p>	<p>Weaknesses W</p> <p>The lack of personal qualities such as being more patience and resilience to work with senior population and the lack of qualifications in the senior tourism industry in Portugal.</p>
<p>The awareness regarding diverse professional profiles; the advantages to work in organisations of the third sector, lacking in qualified persons in particular young staff prepared to work with senior citizens; the need for a greater creativity in presenting the CV.</p> <p>Opportunities O</p>	<p>The lack of knowledge in other languages, such as English and also the low level of ITC skills needed to support new products and services target to the social services and senior tourism.</p> <p>Threats T</p>

The role of educators and counsellors was developed more by Spanish and Portuguese partner, mentioning that professionals have a better contact with young population and in many cases these youth are unaware of what kind of training is available, they do not have clear career goals in choosing training programs. The educators also identified a huge gap between the academic field and the professional one. There is a need to change the cultural approach from “*asking*” to “*offering*” and the *perception of change* from something negative to something positive.

The consultation brought in our attention some other general remarks:





- there is a lack of knowledge about the professional or work areas that allow youth to make a good planning;
- the system is unable to create bridges between the job offers and the demand;
- there is a lack of knowledge of these professional areas by youth as potential sources of employment;
- less ability to work as a team, but youth have a great sense of individualism;
- the lack of knowledge about a field of development such as entrepreneurship or self-employment, generates a negative reaction transforming an opportunity in an unacceptable risk;
- another obstacle in most of the time is the lack of funding.

Employment counsellors in the process of consultation emphasise a series of important points to attract young workers such as: constant training, work related to challenge and creativity, opportunity for professional and personal development. Nevertheless, relationship with the

team is very important and tasks that are not monotonous and that require a permanent learning process.

In Portuguese pilot with educators, employment and training counsellors’, at the screening phase the aim was to briefly reflect how to improve the matching between youth and potential employers regarding the skills needed for those two sectors having a focus on emerging skills and how to attract youth.

The feedback from Portuguese educators, employment and training counsellors’ was very positive in the sense those technicians are aware of the learning paths available to get proper qualifications, align with the existing qualifying “official” education and training offer targeted to those sectors at the different EQF levels (VET, Higher Education, etc). Using a SWOT analysis framework the main conclusions were:

 <p>The added value of the model is its usefulness in order to make the diagnosis of the needs and the adjustment of youth to the senior population. On the other hand, it allows knowing the training capability for youth within the social area and senior tourism in concert with the employers’ organisations offer for a better fit. The direct contact with peers was also considered.</p>	 <p>The model focused mainly on the problems of the education area and lack of openness to a community problem solving approach, and defining joint strategies. It is necessary to clarify the role of associations to implement the model. How to make the articulation among services provided?</p>
<p>The model has great potential to be applied in practice in the territory, with public and private partners, and the involvement of civil society to concerted responses are implemented and with cause – effect. To identify insides of these two sectors accurately professions where there is disagreement between the offer and the demand and drive the model to align the matching process.</p> 	 <p>The appropriateness of youth to their career opportunities is not the work of a day or week program, this program should be the result of a continuing work of schools. The rigidity of school programs does not allow in many cases the adequacy of the labor market needs in useful time.</p>

According to employers and entrepreneurs in Pilot Projects, the **actual content of training very often is much less adequate to the qualification and/or competences requirements of the market.** There are more ambitious objectives, stronger demand and higher quality

standards concerning social care services. Six (mostly females) students and 4 social service firms participated at Glasgow Caledonian University Pilot; the participants mentioned that *“The need for the social care sector to grow is also reflected in national statistical accounts”*. Accordingly to official documents *“in order to match future needs, the workforce in social care jobs needs to increase ...from the current number”*. This increasing relevance of the social sector in the field of employment and the active contribution of social services as economic actors provide an immediate link with economic performance and growth. A common understanding around such issues will be important for enhancing the role of social services at the European level, creating better conditions for supporting their quality, modernisation and adequacy in the future. The capacity for striking adequate and balanced solutions in this field will be crucial for successfully facing the new social risks and needs of our citizens and the challenges faced by our economies.

Nevertheless, respondents emphasized the fact that *“Staff might change location and work for different providers, but numbers are not growing”*. A reason on the present situation is the follow up of the budgets allocated for local authorities and social care sectors. Last years' cuts in public spending had a particularly impact on the development and diversification of social services and also in the insufficient number of staff.

Employers also mentioned that neither public authorities nor private providers of social services find them profitable. *“There is a definite gap in the labour market”* and the number of staff employed in the sector continue a falling trend. The main challenges for employers identified by the application of the toolkits were:

- the ‘poor image’ of the social care sector and its lack of defined career pathways;
- the career is demanding both physically and emotionally;
- lack of resources within the sector contributes to maintaining low wages: quality management plays an important role in balancing out the lack of resources;
- challenges in recruiting younger workforce, or workforce in general, is around the lack of understanding of the career pathways available within this sector.
- The issue of suitability is of a great importance. Most of the families prefer to work with experienced adults and less with youth.

Another issue that had been highlighted in the pilots is the lack of attractiveness of jobs in these sectors that need to be improved. A positive view should be developed by employers and counselors / teacher on the potential of working in social care or senior tourism. Both

sectors need to improve the attractiveness as a career option for youth. Most of the interviewed youth addressed the issue of recruitment and better understanding the responsibilities of working in social care or senior tourism sectors. Also that kind of jobs is not seen as permanent jobs. Respondents' appreciation was that the jobs were "too demanding and underpaid".

"It is argued that in order to progress professionally, one has to make the most of the opportunities offered in one organisation and moving up the career ladder by changing employer, so to benefit from the opportunities offered by others." Glasgow Caledonian University.

The feedback from Portuguese employers in the Pilot project focus group aimed to explore a realist vision about the new competences needed by organisations, specifically soft skills in the social services and in the senior tourism sectors. Nevertheless, technical skills were not neglected, but here the gaps were referred as:





- On one hand, very specific skills associated with higher level of professions and profiles, as psychology and guidance services of certain social services;
- On the other, skills associated with qualification level 3 and 4, in particularly from senior tourism services. Although, participants mentioned that those professions should be valued with marketing campaigns.

All employers' who participate in the pilot considered that organisations should select youth in light with their actual specific needs but before that employers must reflect about their business and future challenges, new services changes and skills needs and how youth can make the difference.

According to the matching phase, in the Portuguese focus group, part of the time of the reflection and raising possible mechanisms of matching between youth profile and organisation needs, through the promotion of earlier contacts of students in companies, aiming at integrating and retaining youth for:

- voluntary or/and paid work;
- «Shadowing and volunteer programs»;
- Visits to best practice companies;
- Internships.

At the end, the objective was to use the SWOT analysis framework to evaluate the focus groups achievements. The main conclusions were the following:

 <p>The added value of an internship from both the employer and the employee perspective. Internship simultaneously provides youth with knowledge about the competences required to work in the sector as well as with a positive social experience.</p>	 <p>The (competitive) policies to retain young workforce and the programs for renewal of competences of employees are theoretical and away from professional practice.</p>
<p>To make organisations an attractive working place to youth. To spread the potential of job creation in the social services/tourism in the next years. To train entrepreneurs and employers and to increase their management and leadership skills. The staff renewal and the new skills acquisition can be performed through formal, informal and non-formal education and training initiatives, work based training initiatives assuming a great importance.</p> 	<p>The lowers wages paid, as well as the perception that the job offer lays in the support services to seniors with little mobility and from socio economic backgrounds.</p> 

The Pilot projects show that technology provides a good impact in terms of better access to information among potential workforce. Social media and new technology have great potential to attract youth. Main instruments recommended by the respondents were:

1. Interactive website;
2. Platforms to familiarise youth in the profession, focusing on the values and attitudes expected;
3. Marketing, in particular, branding recognition will provide the potential of creating new roles and attract youth to the sectors.

In Portugal, the results in the various focus groups conducted point out another direction, that is: employers consider challenging to attract youth, to renew their manpower, but the employment conditions continue to be unattractive for youth (salary, career evolution), unless those services require highly qualified personnel.

Beyond the validation of the model and the toolkit, in addition to the consultation of a variety of stakeholders, it is strongly recommended that the professional discusses / review the results

of the four phases screening, matching, awareness, guidance, as well as the related referral decision within a multi-disciplinary team of professionals. This method will not only enhance the objectivity and reliability of toolkits application, but also enhance the holistic approach of the tool.

In Portugal, participants of the Pilot mentioned that the SALM model is perfectly sustainable; but it needs to be further developed in the Portuguese context, and the evolution implies:

- Sponsoring agents through partnership and more valorisation of some qualifications and professions.

ANQEP is building an effective national and local skills strategies with support from European Commission and OECD, based on skills diagnostic, in particular on developing, activating and using skills; this diagnostic starts with the issue of developing relevant skills from early childhood to adult education, followed on measures to activate skills supply to the labour market, and putting skills to effective use in the workplace and the economy at large.

One important issue experts raised is the process of creating and adding new qualifications in the training system was considered as very slow. Indeed, the adjustment of the *Catálogo Nacional de Qualificações*⁵⁷ is quite complex (see OECD report⁵⁸); the *Catálogo* is a coordination tool, essential to better manage training resources towards new needs and new professions, by aligning training to actual jobs requirements.

A number of VET pathways⁵⁹ are now available at lower secondary and upper secondary levels for youth aged 15 to 24, but a stronger component of work-based learning is considered as essential and would help to ensure that the VET system is coherent, well communicated and aligned to the needs of the labour market. This will not only help meet the need for employees with up-to-date and relevant skills, but will also contribute to reduce the high dropout rates from school in Portugal and boost youth employability.

⁵⁷ The National Catalogue of Qualifications (NCQ) - www.catalogo.anqep.gov.pt/ - covers 40 areas of education and training, 280 non-tertiary qualifications of National Qualifications Framework levels 2, 4 and 5 (in a total of 8), as well as training modules of short duration and standards for the academic and/or professional recognition and validation of non-formal and informal learning.

⁵⁸ OECD (2015), OECD Skills Strategy Diagnostic Report: Portugal, OECD Publishing, Paris

⁵⁹ All VET programmes in Portugal have a school and a technical component and include work-based learning/in-company training, which is organised by the respective training provider (e.g. secondary schools, professional schools, vocational training centres) and local employers. The Institute for Employment and Vocational Training (IEFP) is both the public employment service and an important training provider in the VET system. IEFP has 53 vocational training centres, of which 23 are co-managed by IEFP and social partners.

Recently, Portugal's VET system scope enlarged to encompass higher skilled occupations such as renewable energies, electronics and automation, ICT, aeronautics, and accounting and business administration. For example, demand for VET from youth in the area of tourism⁶⁰ – an important and growing part of the Portuguese economy – is strong, and the training offer includes both upper-secondary and post-secondary level.

Employers from social services and hospitality sector in Malta (10) were also very positive with the potential in job creation in these sectors. ITS recorded that soft skills, e.g. dealing with people, customer care, working in teams, communication with colleagues and management are essential and highly sought after when employers conduct employment interviews. Furthermore, employers consider that: (i) providing on the job training; and (ii) an opportunity for advancement in the workplace are essential ingredients to attract youth. In particular, apprenticeship, i.e. spend two days studying at a local educational institution and three days working in the industry, is considered positively and will prepare youth for the labour market and expose them to different work opportunities. It is an opportunity for youth to practice and gain confidence on the soft skills required at work e.g. handling difficult situations, teamwork, decision taking, leadership, taking and giving orders, respect, customer care, etc..

In ITS findings, youth at different levels of education are been trained in entrepreneurship, however only a small number decided to start-up their own business. This is mainly due to lack of start-up capital provided by financial institutions that are risk averse to lending the needed finances to inexperienced entrepreneurs even though their business idea makes commercial sense. There is also too much red tape.

A good initiative (example) is the Kordin Business Incubation Centre (KBIC) that has been created by government to encourage start-up companies to set-up shop at subsidized rent and communal facilities for the first three years to set-up a business. However, the 'incubator' is only intended for the manufacturing industry.

Respondents recommend also that the government considers a set of incentives for youth wanting to start businesses activity in the Tourism Industry on the Island of Gozo. The participants of the workshops advice was, that besides subsidies in financing of capital, for

⁶⁰ The Tourism and Hospitality Courses are provided by schools that specialise in Hospitality and Tourism services.

youth who seek a career in Tourism on the Island of Gozo, need specialised training, mentoring, sharing of experience and knowledge on the new facets of tourism such as social and senior tourism.

Major recommendations from Pilot in Malta are:

- Tax incentives;
- Training, adequate wages;
- Aggressive promotion campaigns;
- Professional personnel development;
- Networking and working together;
- Better working conditions;
- A safer environment.

Empowerment, good management, new trends in management, training, seminars, follow-up, refreshing courses, and mentorship were some of the changes put forward by the respondents for further consideration.

Fundacion Ronsel (Spain) and the Spanish experts started by approaching the topic from the point of view of technicians on employment advising. The Spanish approach was based on the direct contact of professionals with youth who are trying to get into the labour market for the first time or, who are trying to return after a period of training or unemployment.

There is a huge gap between the academic field and the professional one. In many cases this gap prevents youth from having it clear how to get an efficient training at a reasonable price. In many occasions, however, professional training is rather inefficient. On the other hand, the lack of a career goal results in choosing training programs in wrong areas, as well as in developing a little specialized and ineffective Curriculum Vitae. In addition, the trainees may start but drop out of the training programs. The youth who have an interest in the professional training related to the areas of social and health care tend to have a clearer professional goal. In that case, they have an idea of what they need to do, even though they do not know what the labour market actually demands from one as for optimizing their chances of employment.



Fundacion Ronsel Pilot meeting

Each company offers a series of points or aspects to attract young workers to join and work with them. They are the following: constant training, work related to challenges and creativity, opportunity for professional and personal development, a young company in an attractive area (sports or new technologies), leaving aside the figure of the Director who is limited to give orders. Thus, promotion of an effective leadership and close relationship with the work team; work at the international level, tasks that are not monotonous and that require a continuous learning process. These are some of the offerings that companies sell to youth for labour incorporation.

Some of the entrepreneurs propose certain activities or internships in order to facilitate enterprise integration. In Social services area:

It would be interesting for youth to visit a Day Center for the elderly or a residence. By accessing google and YouTube channels, the young ones could show images and present videos to the senior citizens of their village or birthplace. Those old images could be a good way of collecting information related to their memories (traditions, games, buildings...)

In Tourism sector:

A strategy of organizing an outdoor training session where every young person would play a role within the tourism area through the role-playing methodology could result in an integrated in game business management pills and soak up the Group's entrepreneurial culture.

WP 7 Validation and awareness –

ISOB is the responsible partner for this WP⁶¹. This work package is aimed at the validation of the model and the specific toolkit developed in WP5 and the Pilot project in WP6 using Advisory Board (AB) in each partner country, involving key stakeholders (employers, training entities, social partners, experts and support service providers representatives, young associations) and promoting the transferability.

AB provides different (and also clashing) views and also a degree of consensus around the SALM model, beyond the specific evaluation of the toolkits adequacy and foreseen effectiveness. AB respondents to the ISOB validation survey were positive to the SALM model and approach.

Concerning the evaluation of the SALM model by stakeholders⁶², the qualitative comments from national Advisory Board members largely speak for themselves and affirm the direction of impact and effects intended in SALM project. Most respondents comment positively on the results and materials, namely the Toolkits developed in the WP5 by CECO. In fact, the toolkits were revised several times as experience accumulated with AB discussions, focus groups with youth, counselors and entrepreneurs. In this regard, Fundación Ronsel made extensive test of the Toolkits with counselors. Where skepticism is voiced it concerns mostly a perceived lesser relevance for the specific situation of the country. Some insightful comments are⁶³:

- *New opportunities for my business.*
- *The SALM model has a high usability and it seems very interesting for the stakeholders. It would be necessary more diffusion than now.*
- *The interviews are complete and relevant for all the stakeholders*
- *In particular, we appreciate how the instruments prepared by the Project look be flexible and adaptable to different contexts of use. Transferability may be considered a good indicator of the quality of the instrument.*
- *In the case of Malta the tools were not much relevant as: un-employment amongst youths is low, many job opportunities exist, social tourism is still something new and*

⁶¹ See final report entitled *WP7_SALM Advisory Board validation_ISOB_ak*

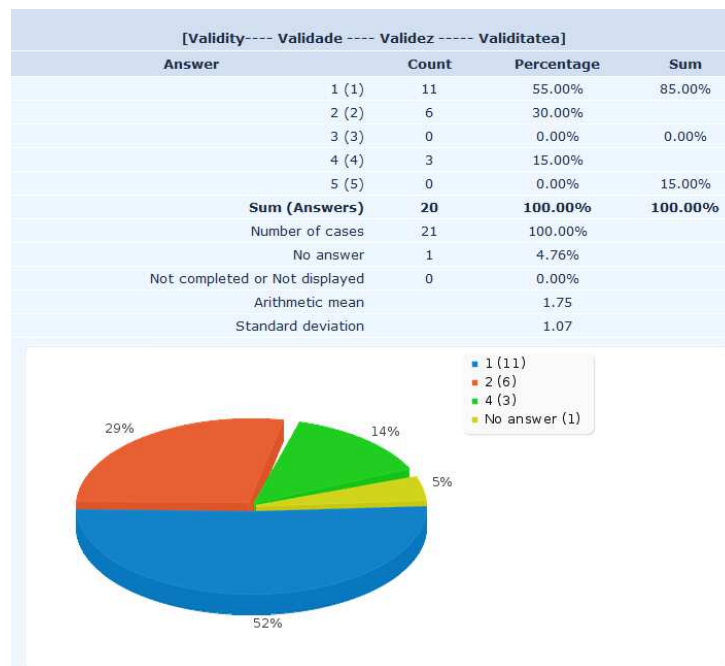
⁶² See the set of full comments in SALM, WP7, Advisory Board Validation report (March 2015).

⁶³ For a complete set of comments see in *SALM_WP10_Finalevaluationreport_May2015*

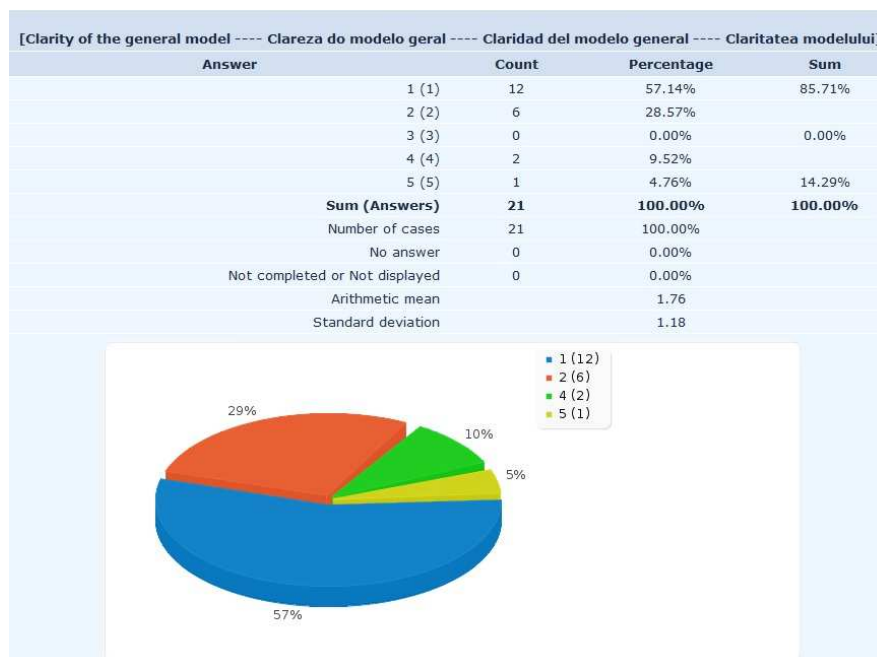
volunteering has no relevance as all students are given a stipend (are given a sum of money every month to continue their studies)

- *SALM model is an innovative toolkit that introduces specific instruments for increasing youth employability. The toolkit is addressing the youth employers and councilors bringing a new approach on identification of mismatches in competences in both two sectors analyzed by the project. The instrument is strengthening the role of stakeholders in identification of skills mismatches and solving the mismatching problems. Will stimulate the Universities and especially the faculties of social work to analyse and improve the level of education, skills of their students.*
- *We appreciate SALM model as a quality tool that could promote support for youth in searching for a job in social services and senior tourism, in becoming self-employed or entrepreneurs. It will bring added value in increasing the level of consciousness regarding new jobs or job opportunities in social services or senior tourism sectors.*
- *Good quality, and excellent for awareness in social services career, a supportive instrument for employers to detect new competences that are needed for the organisation.*
- *The project developed a practical tool for youth integration into the labour market, especially in social services where there is a strong need of young workforce. The need for social care is growing in our country, that is why the created tools are very useful for recruitment of youth*
- *At our Institute we already promote job opportunities in senior tourism and provide the soft skills needed, how there is lack of information and awareness on social tourism and job opportunities in this sector*
- *It is crucial to strengthen the potential of spiritual tourism of North's way [Camino del Norte] as an opportunity of employment and local development.*
- *Include ICT in the projects as employment opportunities.*
- *RED ARAÑA considers a priority to improve employment opportunities for youth following the strategy of entrepreneurship and youth employment of the Government of Spain.*

AB respondents of ISOB Quality survey provide also quantitative and interesting results. On the question of Validity of the SALM model and Pilot, the following pie provides a clear answer:



A large majority of the Advisory Board members assessed that the results and approach of the testing as valid⁶⁴. On the clarity of the model, the results were as follows:



The model and material as tested and reported seems clear to 8 out of 10 respondents, which is an important prerequisite for the further dissemination and exploitation. In Portugal,

⁶⁴ For a complete set of results see *SALM_WP10_Finalevaluationreport_May2015*

specifically, participants of Pilot project (entrepreneurs and counsellors) considered that the whole SALM model has a high exploitation potential, since:

- *Even with opinions like «I would like to see more examples in practice and I think in general the model is good and it has probability to be replied.»*

The general comments were very positive:

- *«The SALM Model can be applied at the territory level, with public and private partners, with the civil society involvement and can be implemented; a coordinated answer aimed at solve problem with an effect».*
- *«It will be a model of utility in the sense that can make a diagnosis of the requirements and the adjustments to work with senior population, particularly youth. It's a strategy to raise the awareness of youth getting proper training and some working experience, within the social and senior tourism area, and to know the employers needs in these two areas»*
- *«It is a model of great interest as well as the tools created; in the social and senior tourism area the model are high potential to grown.»*

And that ...

- *«Without restrict the model to the social area, the SALM approach can be applied in the field of vocational guidance of youth for any professional area that combines profiles and personal motivation, built on the work learning experience level, in expanding sectors, using this sequence of steps, which makes perfect sense.»*

The most relevant elements/aspects of the SALM Model considered by Portuguese stakeholders and the tools of the project were:

- The four steps are essential for the action, particularly at the VET system intervention level in schools, universities, NGO, and other entities that carry out the monitoring of youth;
- The diagnosis among youth in order to make them aware of new geriatrics areas, coordinated with employer's needs.

Another relevant aspect is the establishment of partnerships between training institutions and the labour market in order to demystify the employability areas of senior tourism and social services support. In Europe, Portugal is the 6th country with more senior population and with a high rate of youth unemployment, so, it makes sense the various elements of the model elements and in that sense the model have a great potential of further application.

The criteria to take into consideration of the education and training system concerning the implementation of the SALM Model by other schools and communities were:

- To create partnerships in the territory level together with schools and local services to promote entrepreneurship in VET system;
- The model could be applied in high schools, to help youth to decide about their professional alternatives, but as soon as the process is implemented in the schools system, earlier students contact and connect with the labour market.
- The rigidity of school programs can be a disadvantage since they do not allow in many cases the adequacy of the labour market needs in useful time.

One participant mentioned a program promoted by Oeiras City Hall, «Youth on the move» in which youth have contact with employers, as a good example: <http://www.cm-oeiras.pt/amunicipal/Ambiente/SensAmb/ProJovMov/Paginas/ProjectoJovensemMovimento.aspx>

The participants in the report also mentioned that should be established an institutional link between the professional integration offices and schools in the scope of counselling services and career guidance, essential elements for the project sustainability. Teachers' motivation to work with students in this approach is also very relevant, which is only possible because teachers organize those pedagogic visits and contacts with the entrepreneurial word and motivate students for their lifelong learning experience.

Some participants considered also that the model must be spread in different learning places, and that work with youth will contribute to their sustainability. Some recommendations provided were:

- The institutional support from the Portuguese National Agency for Qualification and Vocational Education and Training: skills improved required by those new professions associated with the seniors' services. Strengthen with this Agency for the regulation of the profession of "geriatric agent".
- It's important to identify within the two sectors, with accuracy, the professions where there is disagreement between the offer and the demands, with intensity and drive the model to the same direction;
- Motivate youth for a career is not a working day, this work should be a corollary of the regular daily work of schools!

These WP activities develop awareness actions with youth, employers and public entities (mainly institutional entities) concerning knowledge skills and competences needed by the labour market in both sectors. An Open Day was held at CECOIA, with students and entrepreneurs. A similar Youth Awareness action was held also by FR.

At the end of the implementation and testing the stakeholders of the project, as represented in the Advisory Boards of the partners, **based on the continuum of information provided** by their national partners on the approach, development and testing, **highly appreciate the value of the approach and materials**. 20 of the Advisory Board members participated in the final validation survey within WP7. They regard the pilot testing as successful. **This appreciation extends to all of the quality aspects surveyed.**

In all but one of the aspects at least 80% of respondents express very high or high ratings of the quality of the project.

Regarding the actual matching, the aspect hardest to achieve, still more than two thirds of respondents perceive a very good or good effect.

From the perspective of the WP7 leader, the results of the project in general and of the testing experience in particular can be regarded as validated by the stakeholder representatives, as present in the national Advisory Boards.

Participants of the Portuguese AB⁶⁵ were from Ministry of Economy and of Labour, Education institutions, educational, vocational training experts, employers association, and private training business. Members of the AB raised the following issues in the debate:

- Main issues affecting youth employment – context and youth characteristics

Many cultural barriers making difficult cooperation and coordination among stakeholders at many levels;
Early School leaving – youth with low skills and networking;
Skills mismatch in general;
Difficult transition from school to labour market – youth is faced with temporary jobs or apprenticeship (labour market is not functioning well);

⁶⁵ Full members list of all AB are in Annex 2 of section 7.

Too many policy measures/programmes for employment and training – raise difficulties in implementation; some business “exploit” public funds; no real understanding what works.

- Activities (traditional or new) with potential for employment for youth

Some members suggested that it is not sectors but business, such as ITC, which need to be supported – for example, there is Lisbon Start-up scholarship targeted to have global market;

Looking the major imbalances in the economy, sectors producing goods (primary or industry) or services substituting imports should be priority for policy makers;

Some referred to the construction sector, which could provide jobs in the urban rehabilitation programme;

Shoemaking is internationally competitive and specialized textiles are growing well and furniture sector is also looking up;

- Qualifications and skills remain relevant factor for youth employment

Besides skills and qualifications, some members mentioned the role of entrepreneurship. There are competences to be an entrepreneur to make business sustainable; some mentioned that there are 10 to 15% of born entrepreneurs; also, some members mentioned the role of a business plan an entrepreneur must build up (“proposta única de venda”).

- Measures to be implemented (new or existing) to promote youth employment

Apprenticeship system – dual system covering early school leavers; Employment Services devote large efforts and resources and have outsourced some services, such as: Professional apprenticeship or other professional experience, Estímulo 2012.

Support to create self-employment is not very significant, such as: micro credito and investimento +.

Measures to deal with large number of youth with tertiary schooling, some with lack of needed skills for business: apprenticeship for youth with more than 25 years old and Impulso jovem for youth 15 e 24 years old; but micro and very small business (which have the major share of business in Portugal) do not have financial resources to uses such initiatives – business with less than 10 workers need to pay only contribution to Social Security; in any event, in the current business cycle, enterprises are using apprenticeship instead of hiring.

To increase youth potential, some members recommended that youth in the labour market need to be helped in terms of information such as:

Profiling tools to check their potential as entrepreneur;

Inner capacities/energy to overcome barriers to success.

Building business communities with local networks are also an important way to promote youth employment (incubators, entrepreneurs doing coaching or mentors, role of universities).

In general, measures to raise youth employability should be holistic and varied to deal with different youths differently such as INOVJOVEM. In contrast, Impulso Jovem does not have this approach. On the other hand, measures must respect local/regional/social and demographic dynamics, allowing mentoring by entrepreneurs.

- Examples of good projects of integrating youth in the labour market

INOVJOVEM used 80% of time to holistic issues (business, interpersonal issues, learning to learn, ethical values, discipline) and 20% to technical competences; 2 months of school training with apprenticeship and coaching.

Projects for high numbers of youth – apprenticeship and support to hiring.

Lisbon Start-up scholarship: self-employment, incubator and service provider;

Projecto Oriente: with 300 discouraged youth, from 15 years old, in Cascais; use of coaching, apprenticeship with training in basic competences and soft skills.

Projecto Fast For: for youth up to 25 years old, namely, bachelors or in University with a project in Lisboa; use a weekend to check lack of competences and an apprenticeship of 5 months (30 youths in 1^a edition and a 2^a edition with more 30) - coaching and mentoring.

Polytechnic University has introduced initiative to stimulate entrepreneurship (see site <http://www.poliempreende.pt/>).

WP 8 Exploitation

This work package aimed at ensuring the adoption of the project results by partners, namely the SALM model and its toolkit, by equipping them with usability, transferability, flexibility and extensibility through an ad hoc exploitation strategy; this should involve key potential adopters using adequate channels and tailored instruments to support the adoption of the project results. The consolidated versions of the toolkits and of the SALM model, validated at different levels, were delivered and the project results are ready for exploitation.

SALM Project had major impact in Fundación Ronsel and University of Florence. Fundación Ronsel developed a Facebook page with close to 2000 friends⁶⁶ and a LinkedIn with 3000

⁶⁶ <https://www.facebook.com/FundacionRonsel>

members⁶⁷ on the import of soft skills and entrepreneurship to help youth's integration into active life. FR participated also in a radio program "Antena de empleo" (24/02/2015) dedicated to raise awareness to skills needs and entrepreneurship. Tourism (religious and environmental) and education and training are the specific areas where Fundación plays an important role.

The role of entrepreneurship and of self employment in promoting SALM goals is due to the fact that, in most countries, the vast majority of jobs are created by small businesses; at the core, small businesses are the engine of economic development. Furthermore, as a member of the Youth Business International network, FR plays an active role in implementing youth entrepreneurship. In this respect, the FR goal for the years 2015 and 2016 is to promote entrepreneurship in the fields of social services and senior tourism. These businesses will be led by youth under 35 years, namely, those young entrepreneurs with the passion and commitment to start a business and find that they are unable to get the support they need. From a lack of technical support to the ongoing refusal of commercial banks to provide start up capital, they are unable to turn their business idea into reality. The main areas of support are: financial support with an interest free loan to cover the expenses of starting or growing their business; mentoring support to all young entrepreneurs with an experienced business mentor who is on hand to help them get through the challenging early stages of establishing a business; and technical training support with every stage of their business development, namely, specific training in business practice to basic assistance such as bookkeeping and financial management. In conjunction with a mentor, YBI entrepreneurs work with young to ensure they have all the technical support they need to succeed.

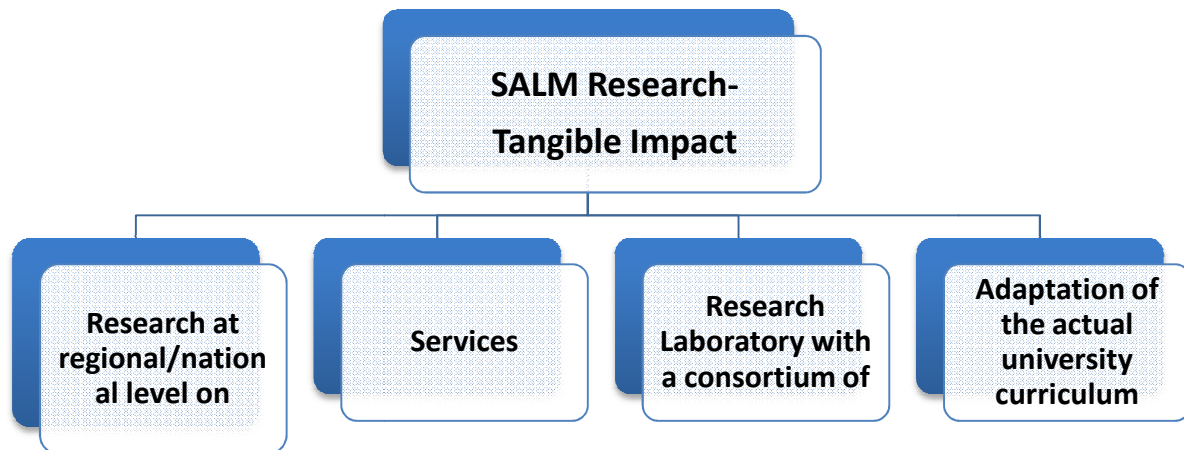
Social services sector are well developed in Italy with 8.1% of total employment (See Table 8 of Annex 1 in section 7). Thanks to SALM project, the University of Florence started working at setting up:

- a vocational guidance service for all university departments, and;
- job placement service;
- several initiatives like job fairs and dedicated job fairs for thematic university areas (one job fair will be dedicated to social services sector in Autumn 2015).

Social cooperatives in Tuscany region are predominant providers and around 30 social economy services/enterprises involved (cooperatives, NGOs, consortium, kindergarden),

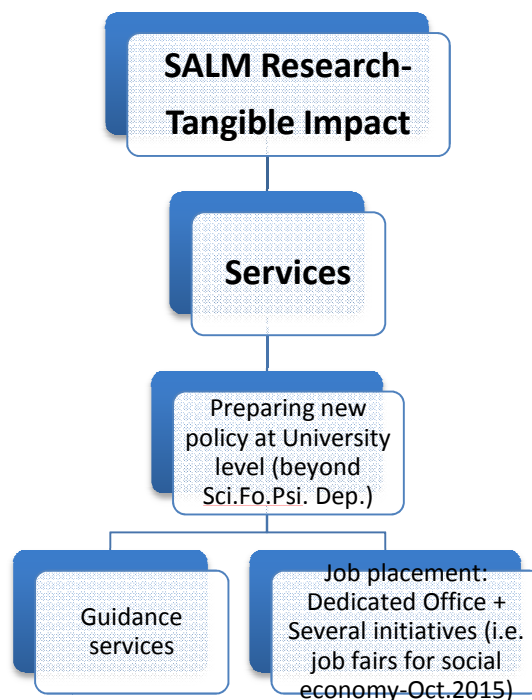
⁶⁷ <https://www.linkedin.com/grp/home?gid=2935134&sort=POPULAR>

reaching around 30.000 final users, showed interest in joining UNIFI initiative of developing a specialised degree of social services. UNIFI will begin the academic year 2015/16 to offer a new curriculum on Social Services (3 years), provided by the Education and Psychology Department to youth 22/28 years old – 80% of the future 700 students will be placed with Tuscany cooperatives. The new curriculum has been validated by the Ministry of Education, University and Research.



Source: Federighi and Torlone (2015), *Presentation in SALM European Conference*

This is a clear result of the SALM project in the region of Tuscany and in the University of Florence. Besides this University Education offer, there is also a Master Degree on social services offer and UNIFI will develop also a Laboratory in consortium with Social services cooperatives.



Source: Federighi and Torlone (2015), *Presentation in SALM European Conference*

This is intended to further research into social services provided by partners' cooperatives, to disseminate good practices, to improve further University curricula and to adapt services to the needs of these cooperatives (e.g., management training, etc.) and those of their customers. The LIM-Laboratory of Innovation Management was set up in cooperation with some of the biggest and more motivated SALM cooperatives working in the social services sector and one bank foundation. In particular, the main goals of future research of the Lab will be towards:

- A vocational guidance service for all university departments;
- Job placement for young graduates (national research for the Ministry of Education);
- Guidance and Training Needs Analysis for prisoners (Pebble EU research);
- Several initiatives like job fairs and dedicated job fairs for thematic university areas (one job fair will be dedicated to social services sector in Autumn 2015).

UNIFI is pursuing also the following initiatives:

1. The LIM-Laboratory of Innovation Management was set up in cooperation with some of the biggest and more motivated SALM cooperatives working in the social services sector and one bank foundation;
2. enlargement of the study also to additional fields related to the social economy (i.e. domotics, robotics, museums for blind users, etc.), and;
3. activate post-degree stage for university students within social services and social economy cooperatives

Furthermore, UNIFI has carry on further research on SALM major issues with:

- University of Mosbach (DE) that is cooperating with the University of Florence and is highly interested in working together for a better employability of their students. The focus is how to structure together a guidance and job placement university service that would support students in their job searching considering the skills and competences gained at university level (Meeting in Frankfurt, March 2015);
- Universities of Barcelona-CREA (ES), Aalborg (DK), Padoa (IT), CEPS (BE) (Meeting in Florence, 25 February 2015). The focus is to investigate together with them the guidance and job placement measures, practices, services in the field of social economy that are available around Europe for young students. The new project idea is still going on and universities listed are working together at the design of an international research that will get SALM results in it and extend them to a broader context.

These are very worthwhile goals and support the right skills to youth to find jobs.

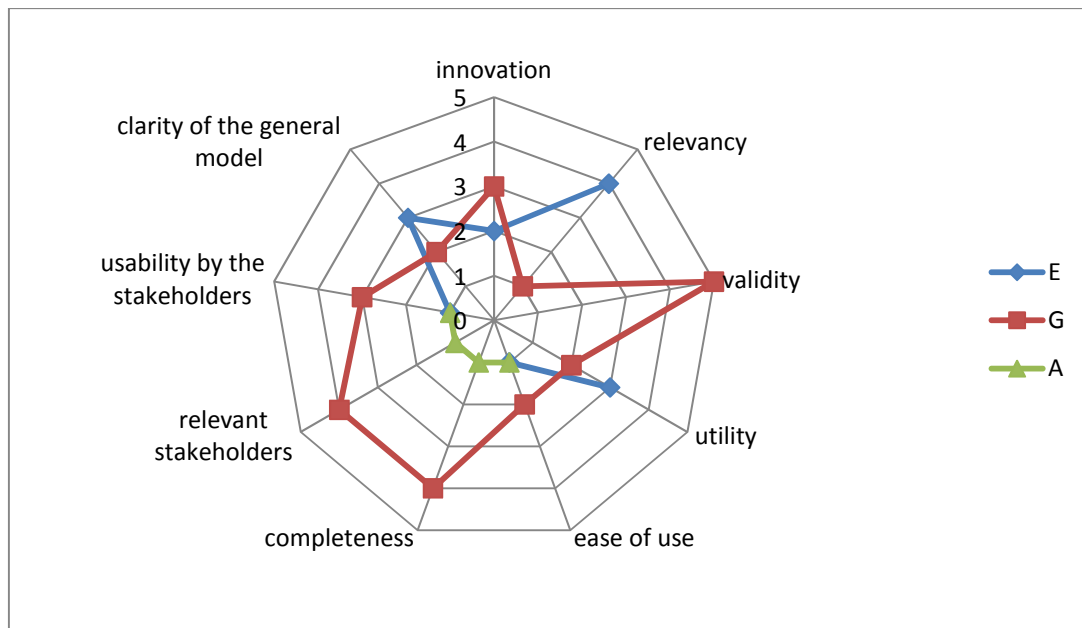
In Malta, employers proposed that Tourism Studies be recommended to be offered as an option in Form 3 level (secondary school), certified by University of Malta or ITS comparable to O'level standard.

In Portugal, key stakeholders participated directly in the pilot phase, so, they experienced all stages of the SALM methodology. Moreover they had knowledge of the instruments designed for various target groups of the project. Chart 3 below summarises the views of the stakeholders as potential employers who provided a response to question of perceived quality and usability of SALM tools. It shows that, overall, the majority of stakeholders thought that the SALM model was important and relevant to this target group.

From the total of 6 participants, 5 potential employers answered the questionnaire: 4 women and 2 men. Regarding the entities, 2 coming are from different Foundations, 3 are from organisations of the third sector, representing private institutions of social solidarity, and finally, 1 person is from a VET provider.

The results show us that items such as «Validity», «Completeness» and «Relevant stakeholders» are the best rated items and other aspects such as «Ease of use» and «Usability by the stakeholders» were evaluated with «Acceptable» in a scale of «Excellent» (higher rate) to not relevant (lower rate). All items were evaluated in positive scale items, so, the terms «Problematic, «Unacceptable» or «Not applicable» were used to answer any of the categories.

Chart 3: How key stakeholders as potential employers' perceived the quality and usability tool of the SALM Model



The whole model has a high exploitation potential, since it's promotes «the possibility to solve the intergenerational gaps and creates the bridge giving to youth more professional guidance» as well as foster the «matching between youth and seniors market value solutions'». According to the participants the SALM Model is «very important because the elderly population is increasingly demanding proper services» and the model is «adaptable to the Portuguese reality».

The most relevant elements/aspects of the SALM Model and the tools of the project were:

- To link seniors and youth (intergenerational dialogue);
- To allow the consultation of the different stakeholders in the process and to adapt the supply to the demand;
- The important role of the «employability technicians»;
- The recruitment and selection of youth to work with the senior population;
- The awareness of the seniors' possibilities in the ageing field.

The criteria to take into consideration of the education and training system concerning the implementation of the SALM Model by other schools and communities were:

- To connect VET institutions, to improve a new image of the 3rd sector entities, and how they are able to link seniors and youth;

- To spread specify the training courses for youth. Particular, youth who are motivate to work with the senior population: soft skills are key criteria as well as the knowledge about history and geography allowing the attraction of senior to their tourism offer;
- The improvement of the vocational guidance and the creation of evaluation experiences in work place learning environments.

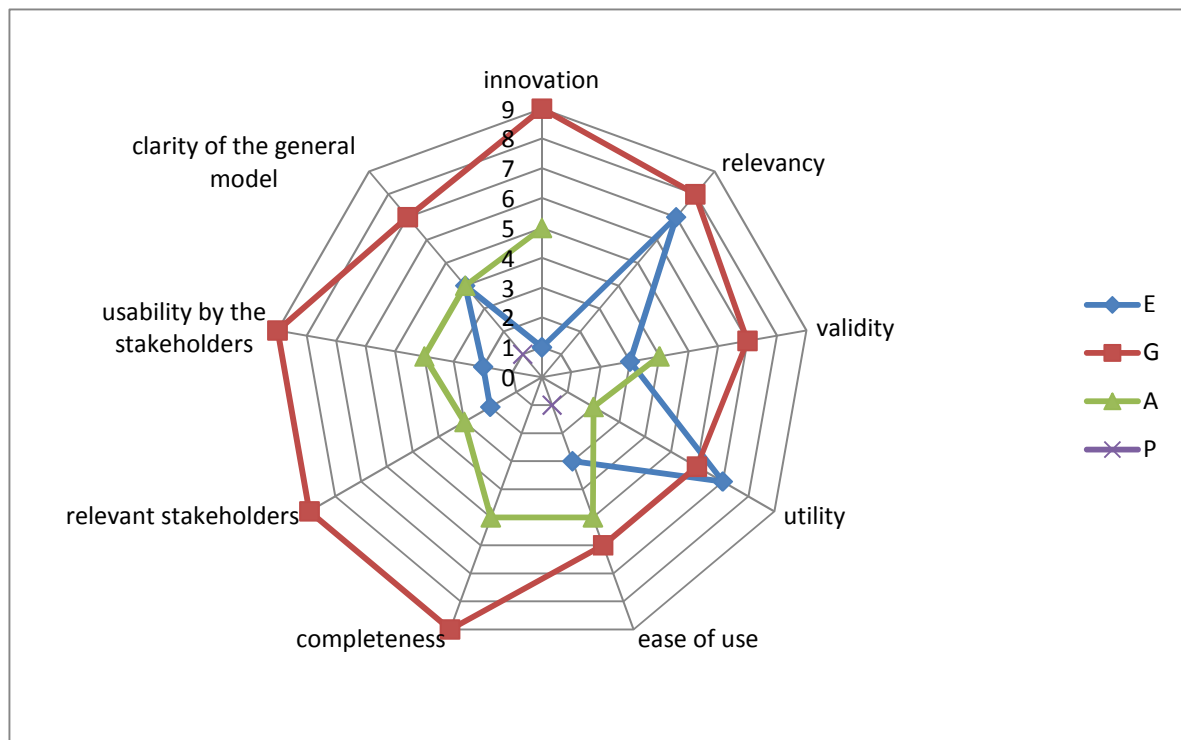
Participants also mentioned the model is perfectly sustainable to work and be further developed the Portuguese context, and the evolution implies:

- Sponsoring agents through partnership and more valorisation of some qualifications and professions.

Chart 4 below summarises the views of educators and employment and training counsellors. It shows that, overall, the majority of these stakeholders thought that the SALM model was important and relevant to this target group. The 82% of the educators, employment and training counsellors who participated at Exploitation/validation questionnaire were women (82%); 4 participants were from a VET provider; 4 representing private institutions of social solidarity; 8 coming from third sector employability offices and 1 person representative of a group of regular schools.

The results show us that items such as «Innovation», «Usability by the stakeholders'» and «Relevant stakeholders» as well as «Completeness» are the best rated items. «Ease of use» and «Clarify of the model» were evaluated was «Problematic» items, the only two items which were evaluated in a non-positives scale items.

Chart 4: How key stakeholders as potential educators, employment and training counsellors' perceived the quality and usability tool of the SALM Model



There are some key challenges for the wider exploitation and sustainability of the model, including:

- Adapting the model to other national realities, with more practical evidences, having in mind the coordination of different stakeholders at the local level.
- Reinforce the partnerships and the importance of «employability technicians» who must be train and certified, to be more credible in their intermediary role near companies and VET providers, etc.

In Portugal, CEPCEP made a presentation of the SALM project in December 2013 to ANQEP⁶⁸ sectoral committee. ANQEP mentioned their work up to 2015 on building effective national and local skills strategies with European Commission and OECD, based on skills diagnostic, in particular on developing, activating and using skills; this diagnostic starts with the issue of developing relevant skills from early childhood to adult education, followed on measures to activate skills supply to the labour market, and putting skills to effective use in the workplace and the economy at large. There are also governance issues needed to promote effective collaboration across different levels of government to achieve better skills outcomes

⁶⁸ Agência Nacional para a Qualificação e o Ensino Profissional - National Agency for Qualification and Vocational Education and Training.

based on coherent and harmonised education, training and employment policies⁶⁹. The recent OECD report⁷⁰ on the skills diagnostic in Portugal reflects these activities, in particular on the 4 workshops held in 2014, and provides further evidence on the import of education and training for youth which can empower them for better jobs prospects, more so in the context of a changing (structure of the) economy.

Portugal has a centralized administration and so a degree of flexibility is needed for regional and local actors to adapt national policies to meet local needs; this is very important as it would also encourage greater engagement among stakeholders in the design and implementation (including partial financing) of training at the local level. Stakeholders' participation in skills policy design and implementation provides a broad and shared understanding on the need to enhance skills, the current strengths and challenges facing a country's skills system, and priorities for action.

CEPCEP remarked in that meeting on the need to use the Catálogo Nacional de Qualificações⁷¹, as a coordination tool and better management of training resources towards new needs and new professions, namely by aligning training to actual jobs requirements. Concerns were raised by workshop participants as they find the process of creating and adding new qualifications very slow. There is the need to further strengthen the overall responsiveness and flexibility of the National Catalogue of Qualifications so that it is more able to meet rapidly emerging regional and sectoral needs (OECD, 2015, pg 48).

Despite the high level of unemployment overall, several sectors report recruitment difficulties, namely: information and communication, forestry and fishing, construction, manufacturing, wholesale and retail, and administrative and support services. For example, in the fields of telecommunications, electronics and systems analysis, difficulties in recruiting high-skilled professionals may be due to: 1) the lack of technical competences caused by insufficient supply from the education system; 2) the outward migration of professionals due

⁶⁹ Indeed, an effective skills strategy needs to ensure policy coherence across these three pillars while strengthening the enabling conditions, such as effective governance and financing.

⁷⁰ OECD (2015), OECD Skills Strategy Diagnostic Report: Portugal, OECD Publishing, Paris

⁷¹ The National Catalogue of Qualifications (NCQ) - www.catalogo.anqep.gov.pt/ - covers 40 areas of education and training, 280 non-tertiary qualifications of National Qualifications Framework levels 2, 4 and 5 (in a total of 8), as well as training modules of short duration and standards for the academic and/or professional recognition and validation of non-formal and informal learning.

to high demand for the same skills in other EU countries; and 3) unattractive salaries that fail to meet the expectations of professionals⁷².

In the joint workshops organized in 2014, Portuguese education experts provided the following assessment (OECD, 2015, pg 31):

“Continuous improvement of the quality and diversity of the education system”

“High drop-out rates”

“Focus the work of teachers, training providers, tutors and other relevant actors on skills development”

“Promoting soft skills”

And pg 40:

“Increasing the social status and value of vocational education and training”

“Continuous improvement of the quality and diversity of the VET system”

“Increase curriculum flexibility”

“Ensure regular updating of the content of educational programmes, especially VET”

“Ensure the continuous updating of the National Catalogue of Qualifications”

And pg 61:

“Large number of NEETs”

“Providing incentives and adjusting labour market legislation for youth and adult workers to engage in education and training”

“Promote measures of insertion in businesses for highly qualified individuals”

“The regulation of, and follow-up system for, professional internships”

A number of VET pathways⁷³ are now available at lower secondary and upper secondary levels for youth aged 15 to 24, but a stronger component of work-based learning is considered as essential and would help to ensure that the VET system is coherent, well communicated and aligned to the needs of the labour market. This will not only help meet the need for employees with up-to-date and relevant skills, but will also contribute to reduce the high dropout rates from school in Portugal and boost youth employability.

Recently, Portugal’s VET system scope enlarged to encompass higher skilled occupations such as renewable energies, electronics and automation, ICT, aeronautics, and accounting and

⁷² See European Commission (2014), *Mapping and Analysing Bottleneck Vacancies in EU Labour Markets: Bottleneck Vacancies in Portugal*, European Commission, Brussels.

⁷³ All VET programmes in Portugal have a school and a technical component and include work-based learning/in-company training, which is organised by the respective training provider (e.g. secondary schools, professional schools, vocational training centres) and local employers. The Institute for Employment and Vocational Training (IEFP) is both the public employment service and an important training provider in the VET system. IEFP has 53 vocational training centres, of which 23 are co-managed by IEFP and social partners.

business administration. For example, demand for VET from youth in the area of tourism⁷⁴ – an important and growing part of the Portuguese economy – is strong, and the training offer includes both upper-secondary and post-secondary level.

By raising public's awareness on the value of VET programmes, in particular, among students and their parents, VET stakeholders made efforts to reduce the negative stigma surrounding the system and the ultimate goal is that VET be recognised as a pathway to quality employment opportunities. Thus, good communication efforts of VET systems and pathways in schools are very important. Furthermore, better information about the wide-range of existing VET options for students can also contribute to reduce early school dropouts, reinforcing lifelong learning and empowerment. In conclusion, investment in career guidance and counselling services will help youth make more informed choices, and services such as job-search support may be particularly beneficial for those without work experience.

Annual VET fairs and an annual VET Roadshow raised awareness campaigns in schools. The National Championship of Professions, SkillsPortugal, which took place in Porto in May 2014, is another initiative to increase the visibility of VET pathways to particular professions. Portugal's National Skills Competition gathered a total of 400 VET students from across the country to compete in fields as varied as mechanical engineering, cooking and hairdressing. Finalists were invited to compete at the Regional Championship in Lille, France, in October 2014 and the World Skills Championship in São Paulo, Brazil (August 2015).

Internship programmes have been very important in supporting the entry of Portugal's youth into the labour market. Internships provide a way to engage in effective work-based learning and allow youth to develop specific occupational skills not acquired through education. In Portugal, a set of professional traineeship programmes was targeted at young unemployed people with qualification levels from 2-8 of the National Qualifications Framework to find their first experience in the workplace through a nine-month internship. Similar to the Youth Guarantee, these internships helped youth's school-to-work transition and allow them to develop socio-professional skills. Youth employability success rates between 2004 and 2011 reached 82% for men and 81% for women within 42 months from the day the traineeship started (Costa Dias and Varejão, 2012).

⁷⁴ The Tourism and Hospitality Courses are provided by schools that specialise in Hospitality and Tourism services.

In Portugal, knowledge in entrepreneurship is currently identified as a key transversal skill that individuals should develop through lifelong learning, and the school should provide a favourable culture for knowledge and the development of attitudes, skills and values of entrepreneurship. The Ministry of Education and Science is currently co-ordinating the development of a National Reference Framework for Entrepreneurship Education, including guidelines, to improve the implementation of entrepreneurship education in primary and secondary education.

In a 2012 Eurobarometer Survey, 70% of the adults participating in the survey in Portugal agreed that their school education provided them with the necessary skills to run a business.

The national ideas competition INOVA! – Young Creatives, Entrepreneurs for the XXI Century, is a competition held under the Strategic Programme for Innovation and Entrepreneurship (+E+I) with the aims of helping students in primary and secondary education to develop innovation and creativity, fostering the analytical and critical thinking of youth in the context of detecting business opportunities, and encouraging risk taking among youth. It provides the experience of participating in a competition and rewards and disseminates the most innovative ideas. The first competition was held in 2011/2012, in which 1 662 students with 188 projects from 110 schools participated. In 2012/2013, 3 020 students with 176 projects from 139 schools participated, and in 2013/2014, 10 437 students with 245 projects from 141 schools.

There are some key challenges for the wider exploitation and sustainability of the SALM model, including:

- “Adapting the model to different national contexts and/or educational settings;
- Finding ways of funding the roll-out of the model via national or European funding routes or via large employers;
- Ensuring that screening processes used combine both subjective and objectives criteria and that they do not stereotype particular students based on their parental or family backgrounds.”⁷⁵

The chances for success of this strategy have been validated by partners of the project as well as additional stakeholders in a survey exercise at the end of the project. While the methodology and the technical quality of the reporting do not support an evidence based meta assessment of the results, the responses obtained nevertheless seem to be credible and can

⁷⁵ See report *SALM_WP10_Finalevaluationreport_May2015_V1_3*, p. 78

therefore be used an element of triangulated evidence for the quality and future exploitation prospects of the SALM results.

WP 9 Dissemination

Università degli Studi di Firenze (UNIFI) is the leader of the work package 9. SALM dissemination has been for the University of Florence a long lasting process, deeply connected to the exploitation and sustainability of the results reached within the actors involved and beyond them. The objectives of dissemination activities are strictly linked to exploitation (WP8, led by Fundación Ronsel); they were to create and raise awareness of the SALM project as well as to provide an efficient way for web users and relevant stakeholders (professionals, researchers, counsellors, employees, employers involved in the social economy sector) to be informed on SALM relevant outputs, results, impact (reached, ongoing, to be reached). Moreover the aim was to investigate how SALM project could create some innovative approaches, frame in a medium and long-lasting perspective (i.e. impact on university curricula designed in close cooperation of potential employers by filling the gap between university and the local labour market).

Dissemination carried out during the lifetime of the project was both on an international and national/local level. It also included sectoral dissemination addressed to social services and senior tourism actors and relevant stakeholders. The whole SALM dissemination was taken according to the territorial levels of dissemination (local, national, international) as well as the sector(s) involved. By sectors we refer herein to;

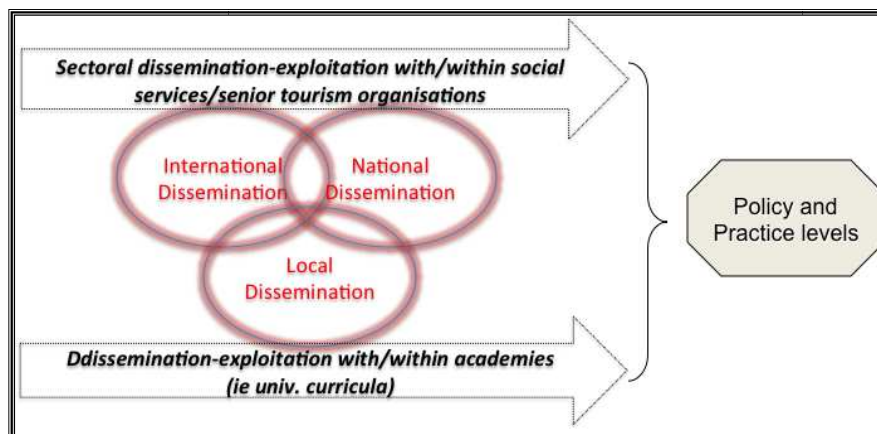
- research areas;
- social services;
- senior tourism;
- public sectors;
- youth education and training;
- social economy that showed to be a very innovative employability sector for youth (due to the demographic changes in the society).

Each partner sent information on their dissemination activities to the WP Dissemination leader (P9-University of Florence) and to the project leader (P1-UCP/CEPCEP⁷⁶).

Dissemination activities were made of different levels as represented in the following:

⁷⁶ For example, activities and SALM initiatives conducted by CEPCEP in disseminating SALM project, research and outcomes reached about 1130 participants in those activities (see Dissemination report on those activities).

Chart 5. Levels of SALM dissemination



Source: Dissemination Report, May 2015, pg 16

SALM website remains central to the dissemination and the communication of the project’s objectives and to engage external stakeholders and professionals that are interested in the topics of the project. It was also important to establish links with similar and/or complementary ongoing projects/activities or other projects/activities of relevance. This had a special value in terms of pursuing an integrated and multidisciplinary approach. At the same time it improved the quality of cross-national / cross-regional comparisons. SALM website also was conceived as a members’ working tool having a members’ area accessible to SALM partners.

Chart 6. SALM project logo



Source: Dissemination Report, May 2015, pg 20

SALM dissemination went far beyond the pure information or sensibilisation of the project outside the partnership. **Additional dissemination activities and outputs were produced** by each SALM partner within their daily and regular professional networks, complementing the one described herein. The activities for bringing SALM approaches, results, issues into the “daily issues” of research institutions and professionals of the social services, senior tourism sectors has **significantly increased in the second year of the project when concrete results**

were reached and began concrete and visible. To this regard **the final publication is one of the most effective and long-lasting dissemination and valorisation tools** that will continue raising the interest and information on SALM results. Additionally, partners have been proactive and strongly motivated to enlarge SALM audience and beneficiaries while working at the Project activities.

The overall reach of the SALM project has been widespread through European nations and beyond (several conferences SALM partners participated in abroad – i.e. Canada, Morocco). The project has organised an extensive list of actors, professionals, experts, institutions, organisations that are strongly committed to the SALM issues, as well as an extensive list of areas of action to be further developed with them after the conclusion of the project. The active dissemination of SALM will continue into the future with further presentations and publications due to the SALM issues and targets that are at the top of the agendas of European, national and local policy makers and professionals.

Dissemination strategy at the University of Florence⁷⁷ is based on the active commitment to reach key local actors that are involved in youth employment policies implementation within local services and organisations. Dissemination also played a crucial role in WP3 (Case Study and Focus Group) when contacts between interviewers and interviewees were established. Local institutions were also regularly taken into consideration for dissemination purposes. Job placement and guidance services activities to students by UNIFI were very important reaching about 1000 young students. UNIFI also has an internal Facebook page on SALM activities; it is an interactive tool where university staff is constantly in contact with everybody who is interested in SALM issues and ongoing activities. University staff makes it alive as much as possible by interacting with facebook users (in Italian).

Chart 7. SALM Facebook - UNIFI

⁷⁷ See UNIFI websites www.scifopsi.unifi.it/mdswitch.html and www.scifopsi.unifi.it/vp-180-the-man-and-the-work-educational-processes-professions-organisations-labhuman.html



UNIFI (*Dipartimento Scienze della Formazione e Psicologia*)organised an International Seminar dedicated to “**YOUTH AND EMPLOYABILITY IN THE THIRD SECTOR-SALM PRELIMINARY RESULTS**” on February 2014. The Seminar had 35 participants and was held on 28th February, Ground Floor – Aula Magna, Via Laura, 48, I – Firenze.



Speakers of the International Seminar

Prof. *Federighi* from UNIFI identified the following major issues of Seminar:

1. The labour demand and main competences required in 3rd sector in general and in social services and senior tourism, in particular;
2. Common profiles for cooperatives – profiles are there but they are perceived differently according to the organisations dimension;
3. The services and jobs typologies reflect other organisational elements as values, strategies, objectives, technologies, leadership and future developments (business plans);
4. There are several roles played by different bodies, and as a consequence, we can speak about jobs improvements in each cooperative.

Anticipation of competences and also the integration of normative changes are essential to youth to work in cooperatives and at the 3rd sector. Universities can be one stakeholder to help cooperatives in this respect. The market and some services as quality and new technology inclusion are needed. Youth curriculum should be alignment with the objectives the 3rd sector: special training centres and the introduction of communities of users; higher skills and increasing the capacity to work with others.

UNIFI and CECO A⁷⁸ held their national dissemination seminar with participation of key stakeholders and large number of youth; main messages of SALM research recommendations, debate on the usefulness of specific toolkits and the results from different Pilot projects were the main common messages.

Glasgow Caledonian University is a case of successful international dissemination of SALM project, namely: (i) International Conference, ‘Youth and Employability In The Third Sector’, EU SALM Project, University of Florence, 27th February 2014; (ii) EMES International Conference, ‘Social Innovation: Empowering Young Workers in Glasgow?’, Western University of Timisoara, 29th June – 2nd July 2014; and (iii) International Conference. ‘Building prosperous futures? The UK – Scotland skills policy frameworks and the labour market prospects of youth’. ECPR General Conference, University of Glasgow, 3rd – 6th September 2014.

The Final European Conference of the SALM project was organized by UCP CEPCEP and CECO A in March 2015, 5th and 6th. The 1st day was dedicated to discuss the “SALM Project: Ageing and future needs”. The invited speaker Pedro Lisbon⁷⁹ gave a presentation about “how can tourism contribute to the active and health ageing”. CEPCEP presented an overview about the “Ageing in Europe” and Project partners UNIFI, CECO A and FR did a synthesis revision about the project main results and impacts in their organisations and countries.

⁷⁸ See Agenda of the event in *Seminario SALM_Emprego jovem compet e mercado trabalho_programa final*

⁷⁹ Santa Casa de Misericórdia de Lisboa.

The 2nd day was dedicated to present a Portuguese best practice and discussion among partners on the added value of SALM to European policy debate: Santa Casa da Misericórdia da Amadora (an ONG provider of social services as well as education projects for local families). The organisation presented their main intervention initiatives regarding the Employability as the framework, the outcomes and the methodologies/strategies.



Participants of the SALM European Conference 5/6 March

The Portuguese SALM National Seminar was developed by CECOIA and UCP CEPCEP in March, 2015. The seminar was targeted potential employers and public entities (mainly institutional entities) as well as trainers and VET providers. The main objective was to present the final results and impacts of the SALM project at national level. The National Dissemination Seminar had 31 participants.



First session with Roberto Carneiro (CEPCEP), Isabel Caeiro and Isabel Silva Luís (both from CECOA)

CECOA promoted the Youth Awareness action (Open day) with participation of 34 students, 9 seniors and 18 stakeholders (counselors and entrepreneurs)⁸⁰. An evaluation of this activity was carried out by an independent institution, Cranberry – Associate Business Consultants. FR also carried out a Youth Awareness Action. The evaluation of CECOA’ awareness action by young participants was very positive (from 1 to 6 - maximum):

Chart 8. Awareness action evaluation by young participants

		Média
Processo	Organização	5,4
	Animadores	5,3
	Interesse do tema	5,5
	Duração	5,1
	Adequação às expetativas	5,3
Atividades	S&J Mural	5,2
	À Descoberta	5,1
	Batalha Criativa	5,3
	Investigação Paralela	5,5
	Encontro Final	5,5

Source: CECOA_RelatorioYouthAwarenessAction2015, pg 7

One interesting moment of intergenerational dialogue between participants of the Awareness action can be seen in the following photo of the event:

⁸⁰ See the auditing report (in Portuguese) CECOA_RelatorioYouthAwarenessAction2015, pg 3.



Encontro final de Jovens e Seniores

Source: CECOA_RelatorioYouthAwarenessAction2015, pg 10

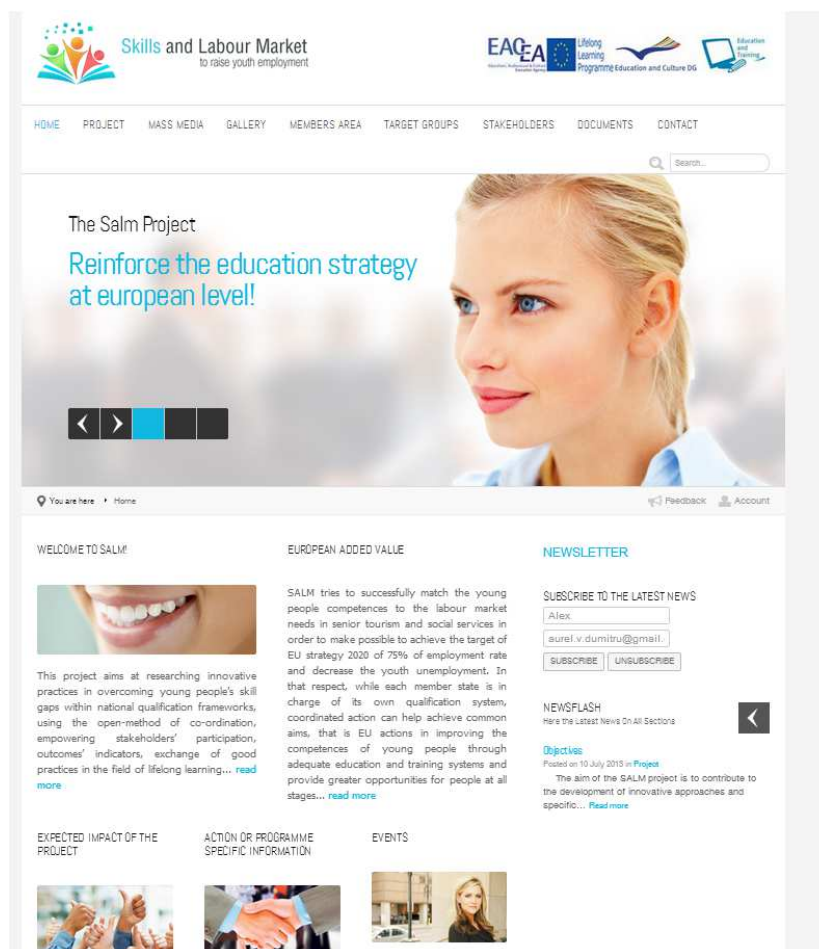
The SALM dissemination effort was fostered by a book publication in English by the University of Florence Press⁸¹ which will keep the results available for an academic audience. Contributors to the book are partners of the SALM project. The latter will profit from the projects results also through an integration of the project results in the curricula of relevant subjects in the Universities participating in this project. The provisional Title of the book is:

*Educational Jobs: Youth and Employability in the Social Economy.
Investigations in Italy, Malta, Portugal, Romania, Spain, United Kingdom*
(eds) Paolo Federighi, Vanna Boffo, Francesca Torlone.

This SALM project Book should be available by mid June 2015.

The project website presents the approach of the project, information on events and products along with a partner space (members' area) in order to facilitate information exchange among partners. <http://www.salm-project.com/>

⁸¹ A preliminary Table of Contents of the Book is in Annex 3 of section 7.



screenshot of SALM homepage

The following table reports the actions carried out by partners in terms of SALM deliverables.

Overview SALM Dissemination carried out

	International Dissemination Tool (institutional and practice levels) National and Local	Dissemination Activity (institutional and practice levels)	Sectoral (institutional and practice levels)	Carried out/Produced (institutional and practice levels)
Dissemination Plan (Deliverable 22)	X	X	X	X
Publication (Deliverable 23)	X	X	X	
Miscellaneous dissemination materials (Deliverable 24)	X	X	X	X
National dissemination seminars (Deliverable 25)		X	X	X
SALM international conferences (Deliverable 26)	X		X	
SALM Advisory Boards		X	X	X

Source: UNIFI Dissemination Report, Table 9.

SOCIAL NETWORK

Besides UNIFI, FR maintained a Facebook page with close to 2000 friends⁸² as well as a LinkedIn page with 3000 members⁸³. In Italy the University of Florence created a Facebook group with university researchers and team that will be kept alive during the whole lifespan of the project and beyond.

UNIVERSITY LECTURES

SALM has been disseminated and presented also during “university lectures and meetings”, as well as in additional University meetings. Additional dissemination is being undertaken during university/academics meetings within the University of Florence, and other Italian universities along with international meetings and seminars where the University of Florence is actively involved in (e.g, meeting in Athens taken in November 2013 to discuss the basic skills of young inmates).

CEPCEP contributed the following dissemination and awareness activities:

Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	SALM European Conference
<i>Title of the speech</i>	Ageing in EU
<i>Organised by</i>	UCP – CEPCEP and CECO A
<i>Place</i>	CECO A premises, Lisbon
<i>Date</i>	5-6/3/2015
<i>Type of participants/participating organisations and approximate number</i>	SALM Partners, SALM Stakeholders, students, education experts, VET providers and entrepreneurs.
<i>Short description of the event and programme annexed</i>	Presentation of major SALM Pilot project results, exploitation and European Added value.
Name of the event	Reintegration of NEET population in the labor market and the education and training system - opportunities in the social sector
<i>Title of the speech</i>	Employment opportunities in social sector
<i>Organised by</i>	SERGA
<i>Place</i>	Lisbon
<i>Date</i>	16/12/2014

⁸² <https://www.facebook.com/FundacionRonsel>

⁸³ <https://www.linkedin.com/grp/home?gid=2935134&sort=POPULAR>

<i>Type of participants/participating organisations and approximate number</i>	75 participants - universities, social organisations, social partners, researchers, NGO's
<i>Short description of the event and programme annexed</i>	Policies to deal with the increasing NEETs population, mainly in marginalized neighborhood. Presentation of the SALM project, namely the ongoing Pilot project in Portugal.
<i>Name of the event</i>	R-NEET Loures
<i>Title of the speech</i>	Employment opportunities in social services – Loures municipality
<i>Organised by</i>	Loures Municipality and SERGA
<i>Place</i>	Loures – Portugal
<i>Date</i>	13/11/2014
<i>Type of participants/participating organisations and approximate number</i>	45 participants Technicians of Loures municipality, researchers, Civil organisations, training providers, employment services and NGO's
<i>Short description of the event and programme annexed</i>	Skills developments and coaching needs of NEETs population. Presentation of SALM project – the testing of Toolkits.
<i>Name of the event</i>	Interface Ensino Superior/Mercado de Trabalho: Estratégias e Exigências
<i>Title of the speech</i>	Competências e Mercado de Trabalho: alguns contributos
<i>Organised by</i>	Instituto PIAGET
<i>Place</i>	Almada
<i>Date</i>	8 /10/ 2014
<i>Type of participants/participating organisations and approximate number</i>	About 45 participants
<i>Short description of the event and programme annexed</i>	Part of the session dedicated to University students' employability and resources; the need of curricula adaptation; future skills needs; main skills to get a job. Presentation in PT available at: http://www.fch.lisboa.ucp.pt/resources/Documentos/CEPCEP/SALM%20-%20apresentação.pdf
<i>Name of the event</i>	Geriatric Strategic Plan
<i>Title of the speech</i>	A Tourism Region and Ageing Population
<i>Organised by</i>	Camara Municipal de Albufeira (Algarve- Portugal)
<i>Place</i>	Albufeira - Portugal
<i>Date</i>	September 2014
<i>Type of participants/participating organisations and approximate number</i>	35 participants; regional organisations in ageing issues, Social partners, enterprises, universities, entities of civil society and public services
<i>Short description of the event and programme annexed</i>	Ageing in EU and future jobs opportunities in the social sector; new professions and skills in senior tourism. Presentation of SALM project and skills development.
<i>Name of the event</i>	International Congress of Ageing

<i>Title of the speech</i>	Active ageing and demographic changes
<i>Organised by</i>	Instituto Politécnico de Leiria
<i>Place</i>	Leiria/Portugal
<i>Date</i>	9/5/2014
<i>Type of participants/participating organisations and approximate number</i>	450 participants; national and international experts in ageing issues, teachers from Polytechnic Institutes, entities of civil society and students
<i>Short description of the event and programme annexed</i>	Ageing in EU and future jobs opportunities in the social sector; new professions and skills in 2 sectors. Presentation of SALM project and skills development.
<i>Name of the event</i>	Regional Seminar promoted by SERGA - Fatores Determinantes para o Crescimento do Emprego de Jovens http://www.serga.pt/#noticias?c=8-4
<i>Title of the speech</i>	
<i>Organised by</i>	SERGA
<i>Place</i>	Anfiteatro da AEP, Porto
<i>Date</i>	15.10.13
<i>Type of participants/participating organisations and approximate number</i>	Entrepreneurs, Young students (secondary and vocational school) and researchers. 41 participants.
<i>Short description of the event and programme annexed</i>	Presentation of the results of regional data on youth employment by sector of activity and of 2 focus group from different sub-regions (NUTS3) with youth on employability and the role of vocational training. Presentation of the SALM project, goals and main research work.
<i>Name of the event</i>	Ageing Population: economic, social and organisational consequences
<i>Title of the speech</i>	Ageing population – quality of life
<i>Organised by</i>	CES – Economic and Social Commission
<i>Place</i>	Montepio Geral – R da Prata, Lisboa
<i>Date</i>	June 2013
<i>Type of participants/participating organisations and approximate number</i>	180 participants; national and international experts in ageing issues, Social partners, enterprises, universities, entities of civil society and public services
<i>Short description of the event and programme annexed</i>	Debate on ageing in Portugal and main policy issues. SALM project presentation.
<i>Name of the event</i>	Meeting ANQEP
<i>Title of the speech</i>	SALM project
<i>Organised by</i>	ANQEP (National Agency for Qualification)
<i>Place</i>	Lisbon
<i>Date</i>	December 2013

<i>Type of participants/participating organisations and approximate number</i>	40 participants - Member and experts of ANQEP
<i>Short description of the event and programme annexed</i>	SALM project; future skills need and new professions to deal with ageing. The role of Catálogo Nacional de Qualificações.
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Conference on results of the CREJOV project
<i>Title of the speech</i>	Determinants of youth employment growth
<i>Organised by</i>	SERGA
<i>Place</i>	Lisbon
<i>Date</i>	2/12/2013
<i>Type of participants/participating organisations and approximate number</i>	Employers and Employers Organisations Teachers, Students of secondary level, Trade Union, Public Entities and Researchers with about 60 participants.
<i>Short description of the event and programme annexed</i>	Half a day meeting with two sessions: presentation of study results and comments from employer and Public Employment Service
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	3rd European HRD Forum – Lisbon: Human Heritage and Competitiveness in Europe http://european-hrd-circle.org/3rd-european-hrd-forum-lisbon/
<i>Title of the speech</i>	
<i>Organised by</i>	European HRD Circle
<i>Place</i>	Marinha Hotel – Cascais
<i>Date</i>	31.05.13
<i>Type of participants/participating organisations and approximate number</i>	Researchers, Human Resources Department Head or Deputy-head. 45 participants.
<i>Short description of the event and programme annexed</i>	Discussions on the challenges on hiring expatriates, compensation issues. Presentation of the SALM project, goals and main research work.
Name of the event	Seminar of the project First Step First Job
<i>Title of the speech</i>
<i>Organised by</i>	CEPCEP
<i>Place</i>	Lisboa, Universidade Católica Portuguesa.
<i>Date</i>	25.03.13
<i>Type of participants/participating organisations and approximate number</i>	Researchers from 2 Romania Universities, Portuguese researchers, Researcher from RONSEL Foundation of Spain, Researcher from Italy University and experts from Romania Administration Trainers and officials from Social Security Ministry; 33 participants.

<i>Short description of the event and programme annexed</i>	Presentation of simulated enterprise used in Romania's Universities and their practical results and research. Portuguese participants provided their practice on youth employability, case studies and new policy initiatives. Presentation of the SALM project, goals and main research work.
SALM Interviews, Focus groups	
<i>Target of participants/participating organisations and approximate number</i>	.Interview with INATEL Foundation about senior Tourism where SALM project has been presented: INATEL is a public entity with 900 workers
<i>Dates</i>	.17/07/2013
<i>Description of the activity/action carried out</i>	. Presentation of the project, its aims, methodology and expected result. Interview
<i>Target of participants/participating organisations and approximate number</i>	Interview with Santa Casa da Misericórdia da Amadora, a non profit organisation with 360 workers
<i>Dates</i>	6/12/2013
<i>Description of the activity/action carried out</i>	Presentation of the project, its aims, methodology and expected result. Interview
<i>Target of participants/participating organisations and approximate number</i>	Interview Santa Casa da Misericórdia de Alcácer do Sal, a nonprofit organisation with 62 workers
<i>Dates</i>	9/12/2013
<i>Description of the activity/action carried out</i>	Presentation of the project, its aims, methodology and expected result. Interview
<i>Target of participants/participating organisations and approximate number</i>	Interview with Santa Casa da Misericórdia de Chaves, a non profit organisation with 110 workers
<i>Dates</i>	10/12/2013
<i>Description of the activity/action carried out</i>	Presentation of the project, its aims, methodology and expected result. Interview

UNIFI promoted many dissemination activities. The following table provides some of those activities.

Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Matching University and Social Service
Organised by	University of Florence
Place	Florence
Date	21/5/2015
Type of participants/participating organisations and approximate number	Professors, Researchers, Professionals, members of cooperatives
Short description of the event and programme	Discussion on which kind of employment for university students within the social services area
Conference, seminar, training event, meetings, face-to-face discussions, etc	

Name of the event	Workshop: Methodology of the Empirical Research in Adult and Learning Education
Organised by	University of Florence-University of Kaiserslautern
Place	Florence
Date	30/4/2015
Type of participants/participating organisations and approximate number	University students, PhD students, Professors
Short description of the event and programme	Investigate on methodologies on and in adult learning
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Restricted Dissemination Seminar with the University of Mosbach
Organised by	University of Florence
Place	Frankfurt
Date	23/3/2015
Type of participants/participating organisations and approximate number	Professors, Researchers
Short description of the event and programme	Presentation of SALM results, discussion on a common curricula, exchange of students with the cooperative university that is in contact with companies in the region of Baden-Wuerttemberg
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	SALM National Dissemination Seminar
Place	Arezzo
Date	19-20/03/2015
Type of participants/participating organisations and approximate number	University students, Professors, Researchers, Research Fellows, Professionals, local stakeholders
Short description of the event and programme	Theories, researches, innovative practices supporting youth in their reflective processes for their growth
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Dissemination meeting with a local training provider (Athena srl)
Place	Montevarchi
Date	20/3/2015
Type of participants/participating organisations and approximate number	Training Experts, Professionals, Researcher
Short description of the event and programme	Presentation of SALM results
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Manifestazione sull'Orientamento
Organised by	University of Naples
Place	Naples
Date	10-11/03/2015
Type of participants/participating organisations and approximate number	University students, Researchers, Professors, Employers, Professionals
Short description of the event and programme	http://www.diregiovani.it/news/38551-napoli-campus-orienta-salone-dello-studente.dg
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Winter School
Organised by	University of Kaiserslautern-University of Florence
Place	Kaiserslautern
Date	01-02/2015
Type of participants/participating organisations and approximate number	University students, Researchers
Short description of the event and programme	Interviews and Focus Groups with students to

	investigate on how to be included in the labour market (social sector as one of the sectors of interest)
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Restricted seminar on building innovative partnership for youth employment
Organised by	University of Florence
Place	Florence
Date	25/2/2015
Type of participants/participating organisations and approximate number	University researchers, General Directorate of Ministries, Employers
Short description of the event and programme	Discussion on innovative trends for increasing youth employment
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Prinn meeting and seminar
Organised by	University of Naples
Place	Naples
Date	9/2/2015
Type of participants/participating organisations and approximate number	University Researchers and Professors
Short description of the event and programme	Synergies between SALM and Prinn researches. Discussion on tools and methodologies
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Restricted seminar with guidance counsellor in prison. Interviews with inmates by testing SALM tools with a different target
Organised by	University of Florence-Pescara Prison
Place	Pescara
Date	23/1/2015
Type of participants/participating organisations and approximate number	Guidance counsellors, School teachers in prison, researcher
Short description of the event and programme	Bilateral meetings with inmates to support their employability
Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Restricted seminar with guidance counsellor in prison
Organised by	University of Florence-Pescara Prison
Place	Pescara
Date	19/12/2014
Type of participants/participating organisations and approximate number	Head of the Prison, Guidance counsellors, School teachers in prison
Short description of the event and programme	Presentation of SALM tools for transferring them into the prison context

CECOA has organised the following dissemination activities:

Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	SALM European Conference
<i>Title of the speech</i>	Event overall organisation and panel participation – Implementation of SALM in the Portuguese context
<i>Organised by</i>	UCP – CEPCEP and CECO A

<i>Place</i>	CECOA premises, Lisbon
<i>Date</i>	5-6/3/2015
<i>Type of participants/participating organisations and approximate number</i>	SALM Partners, SALM Stakeholders, students, education experts, VET providers and entrepreneurs.
<i>Short description of the event and programme annexed</i>	Presentation of major SALM Pilot project results, exploitation and European Added value.
<i>Name of the event</i>	SALM Youth Awareness Action
<i>Title of the speech</i>	Event overall organisation – Implementation of SALM Portuguese Youth Awareness Action
<i>Organised by</i>	CECOA
<i>Place</i>	Lisbon
<i>Date</i>	27/3/2015
<i>Type of participants/participating organisations and approximate number</i>	<p>The Portuguese Youth Awareness Action was conducted by CECOA in March, 2015. The awareness' action was targeted to youth, potential employers and public entities (mainly institutional entities). The activity was prepared using the SALM model approach, beyond the specific evaluation of the tools adequacy and foreseen effectiveness.</p> <p>The main objectives were to improve youth soft skills and their entrepreneurship capacity, make them aware of the young employability potential of senior tourism sectors and social services. The activity involved young students from CECOA and from other organisations. The goal was to join in the same youth activity, potential employers, employment of technical and professional training and seniors, foster the exchange and the exchange of knowledge among target groups.</p> <p>Within the scope of the awareness activity planned for the project, CECOA organized a dynamic event that brought together 61 participants (42 women and 19 men), among youth, seniors, partners and stakeholders and had intended to inform and attract youth to the potential of job opportunities and entrepreneurial initiatives in the fields of social services and senior tourism. The activity included 34 youth aged up to 23 years, 9 seniors and 18 participants between partners, employers, employment of technical, professional training and organizers</p>
<i>Short description of the event and programme annexed</i>	
<i>Name of the event</i>	SALM National Dissemination Seminar
<i>Title of the speech</i>	Event overall organisation and panel participation – Implementation of SALM in the Portuguese context
<i>Organised by</i>	CECOA and UCP CEPCEP
<i>Place</i>	Lisbon, CECOA premises
<i>Date</i>	20/3/2015

<i>Type of participants/participating organisations and approximate number</i>	<p>The Portuguese SALM National Dissemination Seminar was developed by CECOIA and UCP CEPCEP in March, 2015. The seminar was targeted potential employers and public entities (mainly institutional entities) as well as trainers and VET providers.</p> <p>The main objective was to present the final results and impacts of the project at national level. Within the scope of the National Seminar, 31 participants were present.</p>
--	---

FR conducted also the following dissemination event:

Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Iberian Congress – II Iberian meeting of young entrepreneurs II ENCONTRO INTERNACIONAL DE MOZOS EMPRENDEDORES UNIVERSITARIOS 2015
<i>Title of the speech</i>	Skills and Labour Market (SALM). Presentation of SALM project results
<i>Organised by</i>	School of Business Administration (ESCE) Valença do Minho belonging to the University of Viana do Castelo (Portugal) and the University School of Industrial Relations in A Coruña (Spain)
<i>Place</i>	Fundación Barrié, A Coruña, Spain
<i>Date</i>	26-27/03/2015
<i>Type of participants/participating organisations and approximate number</i>	University community, entrepreneurs, and Association of Young Entrepreneurs of Galicia
<i>Short description of the event and programme annexed</i>	The objective was to foster entrepreneurship in Galician and Portuguese universities and international cooperation between both countries
Name of the event	MOCE AWARDS
<i>Title of the speech</i>	call for awards for entrepreneurs
<i>Organised by</i>	RONSEL FOUNDATION
<i>Place</i>	Headquarters of bbva A Coruña
<i>Date</i>	26/06/2014
<i>Type of participants/participating organisations and approximate number</i>	Young entrepreneurs 50 people participated in the event
<i>Short description of the event and programme annexed</i>	Annual entrepreneurs awards ceremony, people that they decide to start their business and that they have been advised by the counsellors of the RONSEL Foundation
Name of the event	GALICIAN COOPERATIVE MEETING
<i>Title of the speech</i>	Cooperative: sustainability and social innovation
<i>Organised by</i>	COOPERATIVE FROM GALICIA
<i>Place</i>	Centre Agora, A Coruña
<i>Date</i>	05/07/2014

<i>Type of participants/participating organisations and approximate number</i>	cooperative, entrepreneurs, technical and responsible for the delivery of social services administrations of local and regional
<i>Short description of the event and programme annexed</i>	Meeting of cooperatives with 90,000 members and to analyse the possibilities of entrepreneurship and job creation in the field of social cooperatives.
SALM Interviews, Focus groups	
<i>Target of participants/participating organisations and approximate number</i>	experts in the sector of tourism senior and social services
<i>Dates</i>	13/06/2014
<i>Description of the activity/action carried out</i>	There have been two meetings, in which has been discussed and exchanged views and experiences on employment opportunities for youth in the fields: tourism senior & social services
RONSEL website and RONSEL facebook	
<i>Target of participants/participating organisations and approximate number</i>	Followers of the web of the entity, as well as followers of the social networks in which RONSEL is positioned
<i>Dates</i>	June 2014
<i>Place</i>	Website and facebook
<i>Description of the activity/action carried out</i>	Next OPENDAY in A Coruña

ISOB conducted the following action:

Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Regional Seminar with multicultural participants on Youth Employment in the context of changing demography
<i>Title of the speech</i>	Increasing the chances of employability among youth
<i>Organised by</i>	ISOB
<i>Place</i>	Regensburg
<i>Date</i>	27/05/2014.
<i>Type of participants/participating organisations and approximate number</i>	Employers, Young Employees, Students of secondary level, representatives of the trade unions represented in the region, representatives of the labour agency and of formal and informal lifelong learning organisations. Invitations were sent to over 200 persons: 50 to 60 participants are to be expected.

<i>Short description of the event and programme annexed</i>	<p>Half a day meeting (4 hours with 2 x 30 minutes networking breaks).</p> <p>Session 1: from 9 to 10:30</p> <ul style="list-style-type: none"> • short presentation of the objectives of the SALM project and of the SALM website • contextualisation of the objectives of the SALM project and of the expected results on a regional level in Bavaria from the perspective of a changing demographic frame and from the perspective of multiculturalism • short presentation of one two case studies one from the SALM project and a regional one <p>NETWORKING BREAK 30 MIN (during which dissemination materials like flyers, booklets about the SALM project will be distributed and the ISOB responsible will have discussions in small circles about the project perspectives)</p> <p>Session 2: from 11 to 12:30</p> <ul style="list-style-type: none"> • workshop (the participants will be divided in smaller groups and will have the opportunity to discuss the needs of the labour market and of the youth and to make suggestions for improving the employability) • debate: the suggestions and their sustainability will be discussed in plenum <p>NETWORKING GET TOGETHER 30 MIN</p>
---	---

Partner GCD conducted the following SALM dissemination activities:

Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Dissemination national seminar
<i>Title of the speech</i>	„Increasing the youth employability by using innovative actions”
<i>Organised by</i>	SC Global Commercium Development SRL
<i>Place</i>	Bucharest
<i>Date</i>	27.03.2015
<i>Type of participants/participating organisations and approximate number</i>	30 persons
<i>Short description of the event and programme annexed</i>	The purpose of the event it was focused on the project: activities, project methodology, toolkit, pilot model. The participants were interested about the subject and during all discussions the accent it was in finding solutions for integrated this new mechanism also into national/regional policies.
Name of the event	Initiative for Roma population
<i>Title of the speech</i>	SALM project model – an alternative for new jobs in social tourism and social services
<i>Organised by</i>	SC Global Commercium Development SRL
<i>Place</i>	Bucharest
<i>Date</i>	18 – 19 march 2015

<i>Type of participants/participating organisations and approximate number</i>	Professionals from social services field and education field 15 persons
<i>Short description of the event and programme annexed</i>	The purpose of the event it was to discuss new founding opportunities for developing concrete measures in respect with increasing the quality of life in the Romanian society. After the presentation of the project to the participants the discussions were focused on finding new financial resources for integrating and adapting this new instrument in the Romanian context.
Name of the event	GUIDE – competitive people for a competitive tourism
<i>Title of the speech</i>	SALM project model – an alternative for new jobs in social tourism and social services
<i>Organised by</i>	Euro-Link Consultants
<i>Place</i>	Bucharest
<i>Date</i>	20.03.2015
<i>Type of participants/participating organisations and approximate number</i>	30 persons
<i>Short description of the event and programme annexed</i>	The purpose of the event it was focused on the project: activities, project methodology, toolkit, pilot model. The participants were interested about the subject and during all discussions the aim was in finding solutions for integrating this new mechanism also into national policies.
SALM Interviews, Focus groups	
<i>Target of participants/participating organisations and approximate number</i>	Social scientists, experts in tourism, youth workers, youth counsellors, experts in education, experts in labour market, information technology specialists.
<i>Dates</i>	17.12.2013
<i>Description of the activity/action carried out</i>	The aim of the focus group was to determining future youth competences to meet the needs of the labour market in social services and tourism services for the elderly, while identifying existing discrepancies in national qualifications framework. Also, other objectives were to assess the recent policies developed by central administration, to review the present legislation and concrete measures to implement it in the favour of the youth and to better understand the impact of activities undertaken in the field of youth employment.

LMS developed several dissemination actions:

- Presentation of the SALM website and distribution of SALM flyers in Christian University Dimitrie Cantemir and website presentation on www.firststepfirstjob.eu

The LMS experts have been developing awareness activities for public and civil society entities about SALM objectives and actions during networking conference and seminar, using the opportunity to discuss the relevance of similar projects in the context of demographic changes:

- April 8 and April 17, 2013 (Wien and Milan), project First Step First Job- Innovative Methods Leading Youth to a Solid Career;

- October 19, 2013 (Bucharest), International Technical Fair, Bucharest, project From Theory to Practice through the Simulated Enterprise: Seminar Simulated Enterprise – a bridge between the universities and the business environment;
- October 24, 2013, Top of Companies - Teleroman County, 22nd Edition;
- Eurobrand FORUM – Dialogues creates values, June 17th, 2014- European Brand Institute, in cooperation with Austrian Embassy and Post Master – a member of Austrian Post group.

Conference, seminar, training event, meetings, face-to-face discussions, etc	
Name of the event	Meeting with students from Christian University Dimitrie Cantemir
<i>Title of the speech</i>	Presentation of SALM project
<i>Organised by</i>	LMS
<i>Place</i>	Christian University Dimitrie Cantemir
<i>Date</i>	12/2013
<i>Type of participants/participating organisations and approximate number</i>	Students/ 25 persons
<i>Short description of the event and programme annexed</i>	LMS experts presented the aim objectives and the status update of SALM project
Name of the event	International Technical Fair (TIB), Bucharest, project From Theory to Practice through the Simulated Enterprise: Seminar Simulated Enterprise – a bridge between the universities and the business environment
<i>Title of the speech</i>	Presentation of SALM project
<i>Organised by</i>	OSB Consulting Romanian Branch
<i>Place</i>	Bucharest
<i>Date</i>	19/10/2013
<i>Type of participants/participating organisations and approximate number</i>	Representatives of participating companies to TIB, as well as delegates of training and education (ex. Instituto de Formacion Integral, Liceul Tehnologic Dacia)/ 30 persons
<i>Short description of the event and programme annexed</i>	LMS experts presented the aim objectives and the status update of SALM project. The theme of the seminar was the presentation of the Simulated Enterprise concept and their advantages for the participating companies.

In conclusion, SALM consortium has successfully implemented its dissemination strategy mainly through the strong commitment of its partners in different initiatives and events, balancing well between typology of dissemination activities, targets reached, impact gained – within and outside the consortium and partners countries.

WP 10 Quality and Evaluation

The responsible for the working package 10 is ISOB. Considering the research and development objectives of the project, the consortium strongly believes in the necessity of an efficient quality framework, appropriately adapted, and aimed at validating both internal processes and outcomes. From the perspective of the internal evaluation the project “SALM” on the whole has been implemented according to the characteristics laid out in the application and the indicator framework developed at the beginning of the project.

Delays in the schedule have been necessary to ensure the quality of products. The project duration has been extended by three month to allow for a thorough testing of the model and toolkits developed.

Guided by the synthesis report on WP2 as well as the report on Spain which has not been added to the synthesis by the WP leader, the partners had enough material and practices available to discuss in the scope of the partnership meeting in Florence, appropriate criteria for the selection of strategies and best practices for the integration of youth.

Although a synthesis report is available on national policies only, the country reports on cases and best practices provided enough material and practices to discuss a pilot model and toolkit in the scope of the transnational seminar in February 2014 in Florence, which proved to be a critical milestone in the development of the project, as main characteristic of the intervention model and the operational toolkits were defined in this meeting.

The meeting demonstrated the value of face to face meetings for the purpose of common learning and development, while the virtual meetings, on which the process of the project depended to a large extent, proved to be more useful for the coordination of already defined tasks and also at times suffered from availability and technical issues.

The development efforts, yielded a convincing general model for the improvement of the match between potential candidates for employment in the social sector and senior tourism, which focuses on the description of how a matching process can be organised by facilitators like Universities, educator, employment and training guidance counsellors or VET institutions.

ISOB has implemented a set of quality surveys, which was also sent to all partners for discussion. ISOB gave feedback to relevant developments in the project and product/report

drafts from the anticipated perspective of the information needs an external reader/stakeholder, according to the description in the quality plan. To monitor the process quality of the project a process quality survey has been implemented and analysed.

WP 10 leader, in the context of the assurance of intra WP quality procedures will particularly support the creation of the toolkits by providing feedback to drafts and by working with WP 6 partners in creating piloting validation tools.

4. Partnerships

CIRIEC-España decided to not participate in the SALM project. Fundacion Ronsel decided to accept SALM partners' invitation to join SALM project in lieu of CIRIEC-España. CEPCEP proposed to EACEA the substitution of CIRIEC-España, which was accepted this change in the SALM consortium. Due to this changeover and the need for Fundación Ronsel to adjust to SALM workload, EACEA accepted an extension of SALM project deadline to end of March 2015.

As lessons learned for future projects partners should foresee a clear distinction between developmental phases of the project, where face to face meetings of sufficient duration should be used to encourage participation and dialogue for development, vs day by day management of defined tasks and duties, which can be done online.

5. Plans for the Future

Youth unemployment in Europe is very high in general and catastrophic in some member states. SALM results and toolkits aim to enhance youth and the NEETs choices, by empowering them effective and results oriented tools to raise their employment prospects. Furthermore, by providing job counsellors toolkits designed to raise youth awareness to jobs in the 2 sectors, SALM can help Public Employment services as well as private to be more effective as these sectors, according to some projections, can provide significant number of new jobs.

Raising employers' awareness of future needs of new skills in these sectors, SALM can help them to better tailored their in-house training and apprenticeship to future demand of skills. The results of our case studies and many other field research and survey point to the need of cognitive and noncognitive skills, which are considered basic or essential to workers. Our partners with training activities are becoming aware of these developments and should adapt their curriculum and activities in line with those results. Further recommendations are expected once the lessons of the Pilots are ready and subjected to validation to our Advisory Board and other experts in the field.

Partners believe that Life long learning orientation is reinforced in our research and can be enriched with the inclusion of noncognitive skills in new jobs requirements. Thus, education is holistic project which includes not only school, teachers, colleagues, but family, friends and community at large and local ones.

In our research, the awareness issue was signalled as important as students in our pilot project showed interest in potential future jobs in the 2 sectors. Our pilot results point also the need to update educators and employment counsellors on future learning pathways in VET in these sectors. In general, it was recognised that VET courses suffer in some societies a stigma of being a lesser value education pathway, this is a serious issue that need public intervention.

There are also some support for the need of entrepreneurship information to youth in order to help them to consider self employment or setting up their own business (to provide services in these 2 sectors).

Consensus exist among educators, entrepreneurs and youth on (paid) internship as it can raise job prospects and hep firms to find good matches to their needs (and train future workers to their job requirements).

SALM deliverables and experience could be exploited in a development oriented perspective, based not on a linear dissemination and transfer of the results, but as a process of continuing improvement of practices. The partnership should continue to disseminate the results of SALM. It should collect evidence from the piloting and put an overview and description of this piloting on the website of the project. The clear and attractive design of the products should be maintained.

SALM partners discussed project recommendation and lessons learned as well **next steps** such as:

- Matching youth with employers and the promote the awareness' of youth professional identity and the improvement of management skills and positions;
- Get youth 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 organisations and continuous work place learning depends of the employee value position.

6. Contribution to EU policies

The development of innovative approach and design of public/private cooperation in order to define the skill development of the respective workers, making them more prepared to meet the new trends of the two sectors (senior tourism and social services); to include accessibility in the relevant competences and learning outcomes in both sectors; and to raise awareness at European level of the increase in competences in those sectors; and to decrease the youth unemployment through a broad dissemination and exploitation of its results.

The interplay of job counsellors, employers' awareness and adaptation of their in-house training as well as youth awareness of the new skills needed to raise their employability should help youth unemployed to become well integrated into a new career path and to raise their awareness on participation of lifelong learning activities.

The SALM model contributed to further developing the understanding of the matching processes in countries which are analysed by reports like McKinsey's "Bringing Europe's Youth to Work" as representing those where education and work are "worlds apart". The SALM model and its piloting in the critical sector of social services and senior tourism show that overcoming this gap can be achieved also in these countries. Partners of SALM are at the forefront of improving the transition and matching system and will, as the discussions within the final conference have shown continue to integrate more work-based learning approaches in addition to the core model developed in SALM. This is of high European relevance since this approach has been validated in three countries with comparable structure of the problem.

This can be regarded as a small, yet relevant contribution to achieving the target of EU Strategy 2020 of 75% of employment rate and decrease youth unemployment.

The SALM model development within the project demonstrated the value of a common analysis off the policy field and the exchange of good practices. A higher level of common understanding and mutually shared insights and convictions about the state of the art intervention methodologies resulted from this common European learning.

While the qualification systems and policy frameworks, as also the organisation of the service sector and the social economy, still remain quite different, some core insights apply in all of the countries. These include e.g. the strengthening of the interfaces between education and work, the strategic importance of the social services sector as well as a new role for educators have been proven as valid in all of the partner countries.

In this sense SALM contributes to the aim to make Education-to-employment (E2E) systems in Europe more robust. It tackles the two main barriers identified for an increased youth employment, skills mis-match and agent's mis-match. As the McKinsey study quoted points out, “fewer than 25 percent of students in Europe said they received sufficient information on post-secondary courses and careers.”⁸⁴

SALM also helps to overcome the “Stigma against certain sectors and careers” as well as the often cited “Shortage of soft skills”. In general, wages in the social work are below those of the Business economy and to Human health and social work activities. This is one issue raised in our Pilot project work and it reduces the attractiveness for youth to find job in this sector. In conclusion, social services (including health services to senior people) employ significant numbers of people with lower than average wages (business economy) – see data in table 9 of Annex 1 in section 7. To raise lifelong learning prospects, good communication efforts of VET systems and pathways in schools are very important.

SALM developed many of the recommended policies for the social sector, such as:

- Expansion of information on the 2 sectors, thus empowering youth;
- Awareness and development of skills, particularly soft skills;
- Awareness of educational pathways;
- Increasing educator-employer communication and cooperation;
- Including a perspective to use more Internships for matching in the future;
- Include entrepreneurship in school curricula as it is currently identified as a key transversal skill that individuals should develop through lifelong learning;
- School should provide a favourable culture for knowledge and the development of attitudes, skills and values of entrepreneurship⁸⁵.

This way SALM laid a solid foundation for future improvements of the practices.

⁸⁴ http://www.mckinsey.com/insights/social_sector/converting_education_to_employment_in_europe, p. 10

⁸⁵ This recommendation is in line with EU Youth in Action Programme: “The European Union promotes entrepreneurship as a key competence that can boost competitiveness and growth. It has highlighted the importance of advancing a European entrepreneurial culture by fostering the right mind-set and entrepreneurship related skills in the Europe 2020 strategy.

Encouraging entrepreneurship is particularly important to face challenges related to alarmingly high youth unemployment rates in most of the EU Member States. Entrepreneurship and self-employment offer pathways for youth to emerge from unemployment. In this context, special attention is paid to the social entrepreneurship model, which is embedded in the real economy, close to people and to local communities, and primarily aimed at contributing to the general good of society.” YOUTH IN ACTION PROGRAMME

It can be recommended that partners and their respective national and international networks should continue to cooperate and develop projects and initiatives which should further improve:

- Permanent cooperation between education providers and employers;
- Expansion of Intern-/Traineeships in number and duration;
- Expansion of guidance;
- Image campaign for neglected sectors;
- Improvement of quality of Intern-/Traineeships;
- Integration of places of learning.

On the conclusions of wider exploitation and sustainability of the SALM model, it should be stressed that:

- “Adapting the model to different national contexts and/or educational settings;
- Finding ways of funding the roll-out of the model via national or European funding routes or via large employers;
- Ensuring that screening processes used combine both subjective and objectives criteria and that they do not stereotype particular students based on their parental or family backgrounds.”⁸⁶

Another area of intervention could be the creation of a system of accreditation for training counsellors and tutors in companies to support those specialists in the integration of youth, in particular, students/trainees coming from vulnerable situation.

The training program may vary from country to country, but some common topics emerged, as we have seen in a another well succeed project, the Megan Project - Mentoring for Excluded Groups and Networks, presented by Santa Casa da Misericórdia da Amadora at the Final European Conference (6th March, 2015) as:

- Intergenerationality;
- Partnerships;
- Multiculturalism;
- Entrepreneurship;
- Experimentation;
- Social innovation.

For more info: <http://cesi.org.uk/projects/megan-mentoring-excluded-groups-and-networks>

⁸⁶ See report *SALM_WP10_Finalevaluationreport_May2015_VI_3*, p. 78

7. Annexes

This section is optional and can be deleted if not required. If you delete it, please be sure not to delete the section break that immediately follows it as this section break is required to maintain the integrity of the report's back cover.

In this section, several annexes are included to provide background or additional information of SALM deliverables. Annex 1 provides an updated of EU youth unemployment, NEETs data as well as policies; annex 2 contains the list of AB members; annex 3 is the table of contents of the book on SALM experience to be published by Prof. Federighi and Dr. Torlone; and annex 4 is the list of references.

ANNEX - 1

High Youth unemployment and NEET

Around the world, the generation coming of age in the 2010s is most affected by the legacy of the recent financial and economic crisis. In many countries, high unemployment is frustrating youth's efforts to earn, generate savings, gain professional experience and build careers. High levels of youth unemployment observed in many EU countries are a waste of human potential, an important barrier to a flourishing society supported by lifelong learning. It also raises the risk of social stress by creating a disaffected "lost generation", an easy target of criminal or extremist movements. Many youth lack the development of knowledge, attitudes and skills needed to function successfully in a diverse and globally competitive society, among others. These issues need to be addressed in local, national and global levels to minimize the risks of a breakdown in social cohesion and the enduring loss of human and productive potential.

Youth unemployment in Europe is one of the most pressing political, economic and social issues confronting most EU Member States since 2008. High levels of youth unemployment observed in many EU countries are a waste of human potential, an important barrier to a flourishing society supported by lifelong learning. It also raises the risk of social stress by creating a disaffected "lost generation", an easy target of criminal or extremist movements⁸⁷.

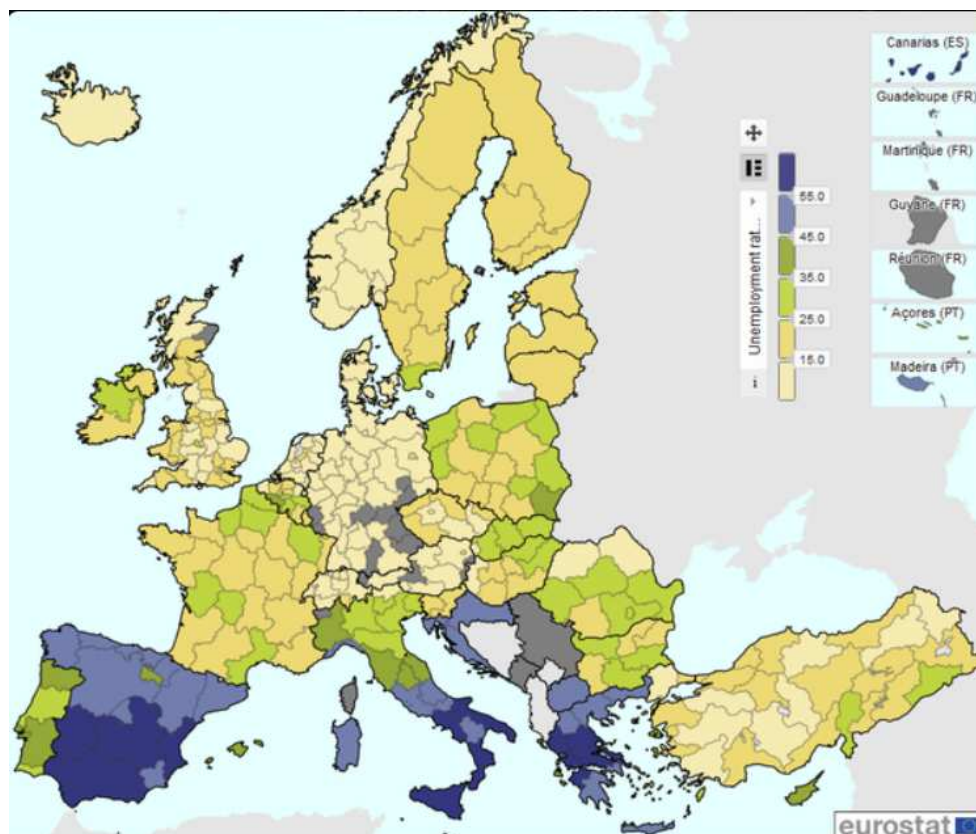
The financial and economic crisis have a great impact on employment, specially, youth unemployment, raising it to an important challenge to EU policy makers. Youth entering into the job market today are at high risk of unemployment or of precarious job contracts. Youth

⁸⁷ According to Press reports the number of young Europeans that recently joined extremists (and barbarous) groups in the Middle East is in the thousands.

unemployment rates have soared since the financial crisis, as they are often being the first fired and last hired. Youth are vulnerable to be entrapped by either long-term unemployment or the inability to move on from low-quality and temporary or part-time employment. Some youth who are neither working nor studying or in vocational training – the so-called NEETs (Not in education, employment or training) – are effectively cut-off from improving their skills and learning and risk becoming socially excluded, marginalised from the labour market; ultimately, they may turn to anti-social behaviour. These youth often suffer from multiple disadvantages: they have low educational attainment, are typically very-low skilled, from low-income households and often from disadvantaged backgrounds, including migrants or the children of migrants.

These populations represent not just a gigantic pool of untapped talent; it is also a source of potential social unrest and individual despair. Addressing this challenge requires a comprehensive set of policies, including actions in the labour market front as well as initiatives to provide training and remedial education.

Chart 1. Unemployment rate in European Regions



Source: Eurostat database

With the exception of Germany, all other MS have double digit youth unemployment rate in the recent past (see table below). In some MS, like Spain and Greece, youth unemployment is

over 50%; Italy with 43% and Portugal with 35% face also very difficult situation. These are very high rates.

Table 1. Unemployment rate - annual average, %
Less than 25 years, Total

GEO/TIME	2005	2010	2011	2012	2013	2014
European Union (28 countries)	19.0	21.4	21.7	23.3	23.7	22.2
Belgium	21.5	22.4	18.7	19.8	23.7	23.2
Bulgaria	21.0	21.8	25.0	28.1	28.4	23.8
Czech Republic	19.3	18.3	18.1	19.5	18.9	15.9
Denmark	8.6	13.9	14.2	14.1	13.0	12.6
Germany	15.4	9.8	8.5	8.0	7.8	7.7
Estonia	15.1	32.9	22.4	20.9	18.7	15.0
Ireland	8.6	27.6	29.1	30.4	26.8	23.9
Greece	25.8	33.0	44.7	55.3	58.3	52.3
Spain	19.6	41.5	46.2	52.9	55.5	53.2
France	21.0	23.3	22.6	24.4	24.8	24.1
Croatia	31.9	32.4	36.7	42.1	50.0	45.5
Italy	24.1	27.9	29.2	35.3	40.0	42.7
Cyprus	13.9	16.6	22.4	27.7	38.9	35.9
Latvia	15.1	36.2	31.0	28.5	23.2	19.6
Lithuania	15.8	35.7	32.6	26.7	21.9	19.3
Luxembourg	14.6	15.8	16.4	18.0	16.9	21.2
Hungary	19.4	26.4	26.0	28.2	26.6	20.4
Malta	16.1	13.2	13.3	14.1	13.0	12.0
Netherlands	11.8	11.1	10.0	11.7	13.2	12.7
Austria	11.0	9.5	8.9	9.4	9.7	10.3
Poland	36.9	23.7	25.8	26.5	27.3	23.9
Portugal	20.7	27.9	30.3	37.9	38.1	34.8
Romania	19.1	22.1	23.9	22.6	23.7	24.0
Slovenia	15.9	14.7	15.7	20.6	21.6	20.2
Slovakia	30.4	33.9	33.7	34.0	33.7	29.7
Finland	20.1	21.4	20.1	19.0	19.9	20.5
Sweden	22.6	24.8	22.8	23.7	23.6	22.9
United Kingdom	12.8	19.9	21.3	21.2	20.7	16.9

Source: Eurostat database, [une_rt_a], downloaded on April 10th, 2015

Youth unemployment affects, in general, both males and females. Youth unemployment rate is very high even in pre-crisis years. For the EU, the male unemployment rate rose from 18.9% in 2005 to a peak of 24.4% in 2013. In 2014, male youth unemployment rate was very high in Spain (53.4%), Greece (47.2%), Croatia (44.9%), Italy (41.3%), Cyprus (37.4%) and Portugal (34.2%). These elevated rates show the urgent need to find policy measures to reduce them in a sustainable manner.

Table 2. Unemployment rate - annual average, %
Less than 25 years, Males

GEO/TIME	2005	2010	2011	2012	2013	2014
European Union (28 countries)	18.9	22.1	22.3	23.9	24.4	22.8
Belgium	21.0	22.4	18.7	20.4	24.7	24.0
Bulgaria	22.0	22.8	26.0	29.5	30.2	23.8
Czech Republic	19.4	18.2	18.2	19.9	18.7	15.0
Denmark	:	16.0	15.6	14.7	14.2	13.7
Germany	16.6	10.6	9.2	8.7	8.5	8.3
Estonia	16.1	35.6	23.8	22.8	17.7	19.3
Ireland	9.2	33.7	35.0	36.4	29.8	26.6
Greece	18.9	26.8	38.8	48.5	53.8	47.2
Spain	16.7	43.1	48.2	54.1	56.2	53.4
France	20.2	22.9	22.0	24.8	24.6	25.0
Croatia	29.6	31.5	37.0	42.1	49.9	44.9
Italy	21.6	26.9	27.1	33.7	39.0	41.3
Cyprus	13.2	15.9	23.3	28.8	41.1	37.4
Latvia	12.8	37.3	31.3	27.8	21.8	19.4
Lithuania	16.0	39.0	34.9	29.7	23.0	19.6
Luxembourg	12.6	17.2	15.1	18.6	18.8	24.3
Hungary	19.6	27.8	27.0	29.1	25.6	20.0
Malta	16.2	14.4	13.7	13.5	15.2	13.9
Netherlands	12.7	12.0	10.5	11.8	13.5	12.4
Austria	11.6	9.6	8.8	9.6	9.4	10.6
Poland	35.8	22.4	23.6	24.1	25.4	22.7
Portugal	18.6	27.2	29.0	36.7	36.7	34.2
Romania	19.9	22.1	24.0	22.2	23.2	23.6
Slovenia	14.5	15.2	15.0	20.3	20.1	19.4
Slovakia	31.2	34.8	33.3	35.0	34.9	29.5
Finland	20.6	23.8	21.8	19.9	22.9	22.8
Sweden	22.6	25.9	23.3	25.0	24.8	24.3
United Kingdom	14.3	22.0	23.8	23.9	23.0	18.9

Source: Eurostat database, [une_rt_a], downloaded on April 10th, 2015

Youth female unemployment rate remained very high in EU in 2014 (21.4%), despite a significant decrease from 2013 (23%) and lower than male unemployment rate (22.8%). The highest unemployment rates in EU MS are in Greece (58%), Spain (52.9%), Croatia (46.7%), Italy (44.7%), Portugal (35.4%) and Cyprus (34.6%). Only Germany and Austria had, in 2014, a single digit female unemployment rate. The latter successful cases point, perhaps, the beneficial role of VET and education systems and other social dialogue institutions that enhance intervention in dealing with youth unemployment and NEET issues.

Table 3. Unemployment rate - annual average, %
Less than 25 years, Females

GEO/TIME	2005	2010	2011	2012	2013	2014
European Union (28 countries)	19.2	20.5	21.0	22.4	23.0	21.4
Belgium	22.1	22.4	18.7	18.9	22.5	22.3
Bulgaria	19.7	20.3	23.6	26.0	25.7	23.7
Czech Republic	19.1	18.5	18.0	19.0	19.3	17.1
Denmark	:	11.8	12.7	13.5	11.8	11.5
Germany	14.0	8.8	7.8	7.3	7.1	7.1
Estonia	13.8	29.5	20.7	18.5	19.8	10.0
Ireland	7.9	21.2	22.7	24.0	23.5	20.9
Greece	34.2	40.3	51.6	63.1	63.8	58.0
Spain	23.4	39.6	44.0	51.4	54.6	52.9
France	22.0	23.8	23.3	23.9	25.1	23.0
Croatia	35.0	33.6	36.1	42.0	50.2	46.4
Italy	27.6	29.4	32.1	37.6	41.5	44.7
Cyprus	14.7	17.2	21.5	26.7	36.8	34.6
Latvia	18.4	34.8	30.6	29.5	24.9	20.0
Lithuania	15.5	31.6	29.4	22.7	20.4	18.7
Luxembourg	17.2	14.3	17.9	17.3	14.2	17.0
Hungary	19.1	24.7	24.7	27.1	27.9	20.9
Malta	16.0	11.8	12.9	14.7	10.4	10.0
Netherlands	11.0	10.1	9.5	11.6	12.9	13.1
Austria	10.3	9.4	9.1	9.2	10.0	9.9
Poland	38.4	25.4	28.8	30.0	30.1	25.5
Portugal	23.3	28.7	31.7	39.3	39.6	35.4
Romania	17.8	22.1	23.7	23.0	24.6	24.7
Slovenia	17.8	13.8	16.8	21.0	23.7	21.3
Slovakia	29.4	32.6	34.3	32.5	31.6	30.1
Finland	19.5	19.0	18.4	18.0	17.1	18.4
Sweden	22.5	23.6	22.2	22.3	22.3	21.5
United Kingdom	11.0	17.6	18.5	18.2	18.1	14.8

Source: Eurostat database, [une_rt_a], downloaded on April 10th, 2015

It is, in our understanding, also important to consider the size of youth unemployment; this is given in the table below. It is clear that the financial and economic crisis left a severe effect, with youth unemployment rising from 4.2 million in 2008 in EU, already a very substantial number, to a peak of 5.6 million in 2012 and 13, reducing to 5.1 million in 2014. Spain (851 thousand), UK (762 thousand), Italy (692 thousand) and France (662 thousand) are the MS with the largest contingent of youth unemployed. These numbers show a very high challenge to EU policy makers and, primarily, to our societies and local institutions.

Table 4. Unemployment - annual average, thousands

Less than 25 years

GEO/TIME	2008	2011	2012	2013	2014
European Union (28 countries)	4.232	5.330	5.622	5.624	5.137
Belgium	78	79	82	97	93
Bulgaria	38	63	70	65	48
Czech Republic	41	67	73	69	56
Denmark	37	66	63	57	56
Germany	494	389	353	340	327
Estonia	9	15	14	11	8
Ireland	47	70	68	57	47
Greece	82	150	182	184	160
Spain	594	894	956	951	851
France	561	648	688	696	662
Croatia	46	60	63	74	75
Italy	388	473	604	652	692
Cyprus	4	9	11	16	15
Latvia	19	32	29	22	17
Lithuania	19	39	32	27	25
Luxembourg	3	2	3	3	3
Hungary	60	74	85	84	68
Malta	3	4	4	4	3
Netherlands	119	137	164	186	175
Austria	50	52	55	56	58
Poland	305	418	414	407	347
Portugal	113	132	159	148	131
Romania	164	182	167	167	161
Slovenia	11	14	16	16	14
Slovakia	51	75	76	73	63
Finland	56	65	63	66	68
Sweden	128	150	153	156	153
United Kingdom	712	972	976	943	762

Source: Eurostat database, [une_nb_a], downloaded on April 13th, 2015

Another indicator of major youth issues in Europe is the evolution and the high level of the NEET⁸⁸ rate. In this case, youth missing from (life-long) learning is in 2 digits with the exception of LU, NL, DK, DE, Austria, Czech Republic, SW, Finland and Slovenia:

Table 5. Youth neither in employment nor in education and training
(in % points of NEET rates)
15 to 24 years, Total, all levels of education

GEO/TIME	2005	2010	2011	2012	2013
European Union (28 countries)	12.7	12.7	12.9	13.1	13.0
Belgium	13.0	10.9	11.8	12.3	12.7
Bulgaria	25.1	21.8	21.8	21.5	21.6

⁸⁸ NEET stands for youth neither in employment nor in education and training.

Czech Republic	13.3	8.8	8.3	8.9	9.1
Denmark	4.3	6.0	6.3	6.6	6.0
Germany	10.9	8.3	7.5	7.1	6.3
Estonia	10.6	14.0	11.6	12.2	11.3
Ireland	10.9	19.2	18.8	18.7	16.1
Greece	16.1	14.8	17.4	20.2	20.4
Spain	13.0	17.8	18.2	18.6	18.6
France	10.9	12.3	11.9	12.1	11.2
Croatia	16.7	14.9	15.7	16.7	19.6
Italy	17.0	19.1	19.8	21.1	22.2
Cyprus	19.5	11.7	14.6	16.0	18.7
Latvia	10.0	17.8	16.0	14.9	13.0
Lithuania	8.8	13.2	11.8	11.2	11.1
Luxembourg	5.5	5.1	4.7	5.9	5.0
Hungary	12.9	12.4	13.3	14.7	15.4
Malta	11.9	9.5	10.2	10.6	10.0
Netherlands	5.3	4.3	3.8	4.3	5.1
Austria	8.3	7.1	6.9	6.5	7.1
Poland	13.9	10.8	11.5	11.8	12.2
Portugal	11.1	11.4	12.6	13.9	14.1
Romania	16.8	16.4	17.4	16.8	17.2
Slovenia	8.9	7.1	7.1	9.3	9.2
Slovakia	15.8	14.1	13.8	13.8	13.7
Finland	7.8	9.0	8.4	8.6	9.3
Sweden	10.5	7.7	7.5	7.8	7.5
United Kingdom	8.4	13.7	14.3	14.0	13.3

Source: Eurostat database, [edat_lfse_21], downloaded on April 10th, 2015

These large imbalances in our societies, represented by very high and persistent youth unemployment rates as well as high NEETs rate, constitute major challenges to our education and training institutions and policies. EU faces also challenges, but also opportunities to youth, namely the ageing process and the inherent needs in social services as well as senior tourism (active ageing in general).

Young unemployed or NEET has a higher risk of social exclusion as unemployment spells reduce their skills and, therefore, employability, making them dependent on social benefits; they are also effectively cut-off from improving their skills and learning and risk becoming socially excluded, marginalised from the labour market; ultimately, they may turn to anti-social behaviour. (Long) Spells of unemployment or inactivity reduce both work experience and opportunities to develop skills, which are critical issues to youth lifelong learning. In turn, participation in Lifelong Learning is recognised as an important contribution to raise human capital, youth employability and to reduce the risk of youth's social exclusion, contributing to

their civic engagement at both social and political levels. Youth unemployment, therefore, has high individual, social and economic costs.

Biavaschi et al (2013)⁸⁹ provides a succinct summary of the main issues affecting youth unemployment:

“Several factors influence the labour market situation of youth in a country: On the one hand, the interplay between demographic developments, economic growth and labour market regulations regarding wages and employment protection determines the aggregate demand and supply for young workers; and on the other hand, the education and training system influence the speed and quality of the matching that takes place between youth and employers. Accompanying policies such as active labour market policies and career guidance services are important elements for yielding a more smooth linkage between school and training at a first step and training and work at the second step, and avoiding long spells of unemployment” (pg 75).

Sharp increases in youth unemployment and underemployment have built upon long-standing structural obstacles that are preventing many youth in EU countries from either developing the skills they need or been able to use them in an effective way through a successful transition from school to the labour market. According to some research, youth unemployment in Europe is strongly linked to lack of appropriate competences required by the labour market and it varies from country to country. There is evidence of skills mismatches⁹⁰ between skills supply and demand and with inadequacies in the quality and scope of skills. Econometric evidence presented in Hobijn and Şahin (2012)⁹¹ show that the recent increase in unemployment in US, Portugal, Spain and UK can be attributed to skill mismatch.

The following graph provides evidence on this issue from a survey on English employers:

⁸⁹ Biavaschi, Costanza et al, 2013, Youth Unemployment and Vocational Training, background paper for the World Development Report 2013, World Bank

⁹⁰ See James J. Heckman and Tim Kautz, 2013, Fostering and Measuring Skills: Interventions That Improve Character and Cognition, IZA Discussion Paper No. 7750 and Rob Martin, Frank Villeneuve-Smith, Liz Marshall, and Ewan McKenzie, 2008, *Employability Skills Explored*. London: Learning and Skills Network.

⁹¹ Bart Hobijn and Ayşegül Şahin (2012), Beveridge Curve Shifts across Countries since the Great Recession, Paper presented at the 13th Jacques Polak Annual Research Conference, for example, in pg 3 “We find that skill mismatch, resulting from a housing bust and a disproportionate decline in construction employment, is likely to be the main cause of the shifts in Portugal, Spain, and the U.K.”

Chart 2. Skills priority

a. English employers, skills priority, 2008
(scale of 1-14, 1 = highest)



Source: Rob Martin, Frank Villeneuve-Smith, Liz Marshall, and Ewan McKenzie, 2008, *Employability Skills Explored*.

Constant technological and organisation progress, on the other hand, are also creating many new jobs, businesses and even industries. These jobs demand more from workers than basic skills, leading to a growing skills mismatch. In a recent European survey, “most employers—61percent—were not confident they could find enough applicants with the right skills to meet their business needs”⁹². Many school leavers lack both the specific credentials and soft skills - such as critical thinking, problem solving, time management and communication - that they need to enter into the labour market or to become entrepreneurs.

Skills mismatch?

Direct feedback from employers provides an interesting perspective on the types of skills valued in the workplace. A fairly typical finding is that employers, aside from formal educational or technical qualifications, also place a high value on attitudes and behaviours. For example, in some surveys, employers place a high value on their employees’ ability to work independently, to communicate, and to solve problems, and effective in teamwork and time management.

⁹² McKinsey, 2014, Education to Employment: Getting Europe’s Youth into Work, pg 5.

Member States need to ensure that their education and training systems are fit to equip youth with relevant skills in an efficient way. Therefore, reducing youth unemployment is a task that implies a stronger commitment of businesses, public sector and civil society to provide work and training opportunities as well as information to youth through the development and sharing of good practices, namely, in the area of employability, skills need, information, coaching, entrepreneurship, including social entrepreneurship⁹³.

Active public leadership can ensure close coordination between economic strategy, education delivery and training provision. Reducing youth unemployment is a very relevant issue for the Europe 2020 Strategy, namely to achieve the target of an employment rate of 75% at the EU level in 2020.

Ageing is everywhere in Europe

The SALM project will concentrate in the issue of the youth unemployment, in particular the lack of competences and skills, on the one hand, and the opportunities generated by the needs of the market in two sectors: **senior tourism and social services**⁹⁴, wherein youth, through increasing their competences and through innovative training approaches, can have more job opportunities as well as volunteer opportunities, self-employment and entrepreneurship initiatives⁹⁵. Increasing jobs in these sectors can answer the needs of the ageing population in line with the objectives of the “European Year for Active Ageing”.

Ageing in our societies, as projected by Eurostat, will increase the demand for elderly care services as well as senior tourism. The latest Eurostat Population projection exercise up to

⁹³ The promotion of self employment, volunteer work and adequate training and coaching measures can contribute to opening up labour market to young job seekers on top of job-search assistance, counselling, and monitoring.

⁹⁴ For definition of social services see Monzon, J. L. and R. Chavez (2012) - *The social economy in the European Union*, CIRIEC, Liege, www.socialeconomy.eu.org/IMG/pdf/executive-summary-for-publication_en.pdf. For a discussion on senior tourism see Ch 2 of Bernardo Rosa (2012) *Sénior, o Turista do Futuro: Um Estudo Abrangente do Turista Sénior Português*, Tese de Mestrado em Turismo, Escola Superior de Hotelaria e Turismo do Estoril

⁹⁵ In European Foundation for the Improvement of Living and Working Conditions, 2006, *Employment in social care in Europe*, it is proposed to adopt policy strategies to improve the public image of care work, raising the qualification profile of care workers, increasing salary levels, attracting more qualified migrants to the profession, achieving a better age and gender balance, and improving overall working conditions for care workers.

2060 was analysed by the Commission (2014), The 2015 Ageing Report⁹⁶. This new report sees no changes in major trends of progressive ageing in Member States; one of the driving force of this phenomenon had been the fall of total fertility rates⁹⁷ in Member States for many decades and, despite a recent rebound in many countries, they remain below the replacement level⁹⁸ in most EU countries.

Furthermore, family structure and size have changed over the past few decades in most EU countries towards smaller size and lower extensive family type. These developments have with significant impacts on informal support networks; they are coming under pressure as the declining number of children will lead to a reduction of future informal carers for the elderly population.

In SALM countries, the updated population projection results can be summarized in the following tables:

Table 6. Decomposition of the population by age-groups

	2013		2060		p.p. change	
	(65+)	(80+)	(65+)	(80+)	(65+)	(80+)
DE	21%	6%	32%	13%	11	7
ES	18%	6%	30%	15%	12	9
IT	21%	6%	30%	13%	9	7
MT	18%	4%	29%	10%	11	6
PT	20%	5%	35%	16%	15	11
RO	16%	4%	29%	12%	13	8
UK	17%	5%	25%	9%	8	4
EU	18%	5%	28%	12%	10	7

Source: EC (2014)⁹⁹, Table I.1.13, pg 21

For example, in Portugal the share of population with 65 years of age or over (65+) is expected to reach 35% of total population, an increase of 15 percentage points (p.p.) from 2013 share. In UK, the ageing process is still important, with an increase of 8 p.p., from 17% of population with 65+ in 2013 to 25% in 2060. For the whole of European Union, the share

⁹⁶ European Commission, 2014, The 2015 Ageing Report - Underlying Assumptions and Projection Methodologies, EUROPEAN ECONOMY 8|2014; Eurostat EUROPOP2013 data.

⁹⁷ The total fertility rate represents the number of children that would be born to a woman if she were to live to the end of her childbearing years and bear children in accordance with current age-specific fertility rates. (see <http://data.worldbank.org/indicator/SP.DYN.TFRT.IN>)

⁹⁸ The fertility “replacement level” is defined as the cohort fertility rate of 2.1 children per woman, which would ensure the replacement of the previous generation, and therefore population stability, assuming no net migration and no change in mortality rates.

⁹⁹ European Commission, 2014, The 2015 Ageing Report - Underlying Assumptions and Projection Methodologies, EUROPEAN ECONOMY 8|2014; Eurostat EUROPOP2013 data.

of population with 65+ is expected to raise from 18% in 2013 to 28% in 2060 (+10 p.p.); the share of population 80+ (80 or more years old) in EU is projected to increase from 5% in 2013 to 12% in 2060 (+7p.p.)

Table 7. Projection of persons aged 65 and over (in millions)

	Population aged 65+ population (annual average)				Change in Million (2013-60)
	2013	2020	2050	2060	
DE	17.1	18.7	23.7	22.9	5.8
ES	8.3	9.2	15.2	13.9	5.6
IT	12.8	13.9	20	19.9	7.1
MT	0.1	0.1	0.1	0.1	0
PT	2.1	2.3	3.1	2.8	0.7
RO	3.3	3.7	5	5	1.7
UK	11.1	12.5	18.5	19.9	8.8
EU	93.2	105.3	147.9	148.3	55.1

Source: EC (2014) Table I.1.11, pg 20

The table above shows the expected size in the increase of senior population in SALM countries. For example, in UK it is expected an increase of 8.8 million of 65+ population from 2013 to 2060; in Italy, the projected rise is 7.1 million. These are very large and significant numbers, suggesting significant increase in needs of services to the 65+ population in the future. It is well know of the job creation potential from health and social services¹⁰⁰ but there is also, as also recognized by EC, in senior tourism.

Social sector

Social services comprise a varied number of services and different MS have different cultural and historical role of institutions in social services. Nevertheless, if we accept that the NACE (rev2, 86/87/88) definition of Human health and social work activities as a first approximation to the size of social services (be it provided by NGO, Cooperatives, private business or public sector institutions), then we can have a reasonable view about their economic dimension in terms of employment as well as wages in those sectors.

¹⁰⁰ See Social Services Europe (2012), available in http://www.eurodiaconia.org/files/Social_and_Health_Care_Services/Social_Services_Europe_-_Job_creation_potential_in_health_and_social_sector.pdf and also European Commission, (2013), 3rd Biennial Report on Social Services of General Interest, COMMISSION STAFF WORKING DOCUMENT, available at: <http://ec.europa.eu/social/BlobServlet?docId=10183&langId=en>

Table 8. Employment in social sectors - % of total employment

	86		87		88		Sum	
	2010	2014	2010	2014	2010	2014	2010	2014
European Union (28 countries)	6.1%	6.2%	2.0%	2.3%	2.2%	2.4%	10.3%	10.8%
Belgium	6.9%	6.9%	3.2%	3.8%	3.5%	3.7%	13.6%	14.4%
Bulgaria	3.7%	3.9%	0.5%	0.5%	1.0%	1.0%	5.2%	5.4%
Czech Republic	5.1%	5.0%	1.2%	1.5%	0.7%	0.6%	6.9%	7.1%
Denmark	7.1%	6.8%	4.6%	4.7%	7.6%	7.3%	19.3%	18.8%
Germany	7.2%	7.2%	2.7%	2.9%	2.3%	2.4%	12.1%	12.5%
Estonia	4.6%	4.6%	na	1.0%	na	na	na	na
Ireland	8.3%	8.1%	1.2%	1.4%	3.2%	3.6%	12.7%	13.1%
Greece	4.8%	5.3%	0.3%	0.1%	0.5%	0.5%	5.6%	5.9%
Spain	4.9%	5.5%	1.4%	1.5%	1.1%	1.1%	7.4%	8.2%
France	6.9%	7.1%	2.2%	2.5%	4.0%	4.9%	13.1%	14.5%
Croatia	5.0%	5.2%	0.8%	1.3%	na	0.4%	na	6.9%
Italy	5.4%	5.7%	1.1%	1.3%	0.9%	1.1%	7.3%	8.1%
Cyprus	3.4%	4.1%	0.5%	0.4%	0.4%	0.4%	4.4%	4.9%
Latvia	4.2%	4.1%	na	0.9%	na	0.9%	na	5.8%
Lithuania	5.8%	5.0%	0.7%	0.8%	na	0.4%	na	6.2%
Luxembourg	4.7%	5.1%	1.9%	1.6%	2.7%	4.2%	9.4%	10.9%
Hungary	4.3%	4.1%	1.5%	1.3%	0.9%	1.2%	6.7%	6.7%
Malta	5.4%	5.5%	2.3%	2.3%	na	1.0%	na	8.7%
Netherlands	7.2%	7.0%	4.8%	5.0%	4.4%	4.0%	16.4%	16.0%
Austria	6.6%	6.6%	1.6%	1.9%	1.5%	1.4%	9.7%	9.9%
Poland	4.4%	4.4%	0.6%	0.6%	0.7%	0.7%	5.8%	5.8%
Portugal	4.3%	5.1%	1.7%	2.4%	1.4%	1.3%	7.4%	8.8%
Romania	3.6%	3.6%	0.4%	0.4%	0.5%	0.5%	4.5%	4.4%
Slovenia	4.2%	4.2%	1.3%	1.5%	0.4%	0.6%	5.9%	6.4%
Slovakia	4.5%	4.4%	1.2%	1.4%	1.1%	1.6%	6.8%	7.4%
Finland	7.3%	7.4%	3.3%	3.9%	5.0%	5.3%	15.6%	16.6%
Sweden	6.9%	6.6%	5.0%	4.7%	3.7%	4.2%	15.6%	15.5%
United Kingdom	7.2%	7.2%	2.5%	3.0%	3.4%	3.1%	13.2%	13.4%

Source: Eurostat database, [lfsq_egan22d & lfsa_epgn62], downloaded on April 20th, 2015 (NACE Rev. 2 two digit level)

86 - Human health activities; 87 - Residential care activities; 88 - Social work activities without accommodation.

For the whole of EU, social services could be, at most, 10.3% in 2010 and 10.8% in 2014 of the total workforce. These are the upper limits and the real size social economy should be lower. But, in any event, the available data suggest a very significant size of the social economy/services in EU countries, ranging from close to 19% in Denmark, 16% in Netherlands and Finland, 15% in Sweden, 14% in France and Belgium to 13% in UK.

In number of employees, these 3 NACE activities account about 22/23 million of jobs in EU, ranging from 4.6 to 4.9 million in Germany, 3.7 to 3.9 million in UK, 3.3 to 3.7 million in

France, 1.6 to 1.8 million in Italy, 1.4 million in Spain and in Netherlands, 370 thousand in Romania and Portugal and 16 thousand in Malta.

Wages in social sector

According to the data released by Eurostat on the Labour Cost Survey of 2008 and 2012, Human health and social work sectors are given in the following table:

Table 9. Wages and salaries (excluding apprentices) – euros per year
Business economy - 10 employees or more

	2008T	2008 H	2008 SW	2012T	2012 H	2012 SW
European Union (28 countries)	29 084	28 610	24 036	32 152	30 437	25 677
Belgium	37 536	32 461	21 833	42 047	33 737	26 318
Bulgaria	3 682	3 715	2 253	5 057	4 808	2 692
Czech Republic	11 826	10 879	7 802	13 007	12 638	8 643
Denmark	51 345	39 996	35 890	58 021	45 080	40 647
Germany	38 005	32 044	26 256	41 024	35 265	29 645
Estonia	10 455	10 120	7 203	11 777	10 446	7 084
Ireland	40 686	48 413	35 399	41 300	45 365	33 010
Greece	22 698	26 409	13 457	22 247	23 423	15 692
Spain	24 609	27 738	18 851	27 053	27 625	18 721
France	34 392	26 660	22 085	36 675	27 258	22 132
Croatia	13 790	15 741	13 750	13 969	15 562	10 423
Italy	29 688	34 156	17 282	31 826	33 698	19 023
Cyprus	22 714	24 732	22 511	25 108	21 991	18 700
Latvia	8 471	8 374	7 076	8 927	7 733	6 419
Lithuania	7 482	7 586	5 725	7 439	7 711	5 457
Luxembourg	47 790	47 866	35 582	51 852	53 037	41 060
Hungary	10 005	8 346	7 053	10 749	6 324	3 892
Malta	19 781	19 257	13 022	21 954	:	17 983
Netherlands	39 855	33 394	28 494	43 750	37 728	32 633
Austria	35 606	33 668	25 521	39 486	36 752	29 776
Poland	10 921	10 309	9 184	10 950	9 842	9 155
Portugal	16 112	16 314	10 397	17 470	16 735	11 579
Romania	5 842	6 482	2 982	6 102	5 397	2 761
Slovenia	19 263	21 267	20 514	22 144	23 001	19 961
Slovakia	9 769	8 295	6 422	11 804	10 344	7 438
Finland	35 808	29 077	24 084	41 244	33 152	27 355
Sweden	38 294	31 233	26 325	46 436	38 384	33 466
United Kingdom	38 545	35 338	29 099	39 738	37 477	28 660

Source: Eurostat database, [lc_ncost_r2], downloaded on April 10th, 2015

Total is the Business economy; H - Human health and social work activities; SW - Social work activities without accommodation.

In general, wages in the social work activities without accommodation are below those of the Business economy and to Human health and social work activities. This is one issue raised in our Pilot project work and it reduces the attractiveness for youth to find job in this sector. In

conclusion, social services (including health services to senior people) employ significant numbers of people with lower than average wages (business economy).

Tourism for Seniors

The European Commission has launched in May 2012 the “Senior Tourism Initiative”, in order to foster transnational tourism activities by developing tourism off-season for seniors to travel in Europe. Senior tourism can enhance active ageing, improving seniors’ health and well-being, with significant contribution to the European tourism industry¹⁰¹; senior tourism can be incentivized to be of season, stimulating economic growth and jobs in Europe. Senior citizens (with 55 years old and over) represent around 25% of the European population and they have both purchasing power and leisure time (mainly in the retirement age), thus representing a significant economic market potential.

Table 10. Participation in tourism for personal purposes by age group (number of tourists)
Participation in tourism for personal purposes by age group
1 night or over (All countries of the world)

	15 years or over		65 years or over		65 years or over (% of total)	
	2012	2013	2012	2013	2012	2013
EU (28 countries)	261.075.496	:	43.337.782	:	16.6%	
Belgium	4.534.221	5.708.759	557.618	900.763	12.3%	15.8%
Bulgaria	1.201.165	1.398.293	109.645	125.927	9.1%	9.0%
Czech Republic	6.724.164	6.580.964	1.004.373	986.401	14.9%	15.0%
Denmark	3.553.989	3.837.602	568.347	825.929	16.0%	21.5%
Germany	54.801.532	54.860.590	11.052.127	11.409.583	20.2%	20.8%
Estonia	685.717	699.962	74.878	81.439	10.9%	11.6%
Ireland	2.545.174	2.534.005	353.818	348.800	13.9%	13.8%
Greece	3.482.938	3.050.958	508.833	451.686	14.6%	14.8%
Spain	20.813.614	21.114.718	3.176.039	3.343.512	15.3%	15.8%
France	38.380.851	38.480.199	7.522.484	7.694.655	19.6%	20.0%
Croatia	1.909.309	1.710.521	203.863	213.149	10.7%	12.5%
Italy	25.481.836	21.804.677	3.002.511	2.627.134	11.8%	12.0%
Cyprus	544.925	373.406	68.994	38.537	12.7%	10.3%
Latvia	791.292	889.146	97.348	86.014	12.3%	9.7%
Lithuania	1.329.514	1.426.056	128.008	134.314	9.6%	9.4%
Luxembourg	341.767	378.419	41.709	47.675	12.2%	12.6%
Hungary	3.209.788	3.120.997	456.700	422.915	14.2%	13.6%
Malta	175.406	182.068	18.522	23.897	10.6%	13.1%

¹⁰¹ See Alén, Elisa, Trinidad Domínguez and Nieves Losada (2012), New Opportunities for the Tourism Market: Senior Tourism and Accessible Tourism, in Kasimoglu, Murat (2012), Visions for Global Tourism Industry – Creating and Sustaining Competitive Strategies, Chapter 7, pp 139-166, available at: http://cdn.intechopen.com/pdfs/35523/InTech-New_opportunities_for_the_tourism_market_senior_tourism_and_accessible_tourism.pdf

Netherlands	11.630.639	11.604.547	1.907.378	1.986.141	16,4%	17,1%
Austria	5.437.926	5.467.644	859.815	856.664	15,8%	15,7%
Poland	15.660.000	17.050.000	1.100.000	1.330.000	7,0%	7,8%
Portugal	3.299.493	3.364.354	539.844	583.134	16,4%	17,3%
Romania	3.874.801	4.230.146	390.044	386.150	10,1%	9,1%
Slovenia	1.120.255	1.081.948	113.087	107.013	10,1%	9,9%
Slovakia	2.488.503	2.566.368	194.927	211.628	7,8%	8,2%
Finland	4.052.970	4.014.698	709.120	737.493	17,5%	18,4%
United Kingdom	34.148.000	:	6.553.000	:	19,2%	

Source: Eurostat database, [tour_dem_toage], downloaded on April 10th, 2015.

The table above shows that senior tourism is quite significant, ranging from 7.8% in Poland to 21.5% in Denmark, in 2013. In numbers, in 2012 it represented more than 43 million visits (of 1 night or more). For Portugal, the National Statistical Institute (INE) data show that:

Table 11. Portugal - Number of Bednights by age and sex

	Total			Male			Female		
	Total	65+ years old		Total	65+ years old		Total	65+ years old	
	N.º	N.º	%	N.º	N.º	%	N.º	N.º	%
2012	57.563.609	9.354.117	16.3%	27.138.575	4.112.535	15.2%	30.425.034	5.241.582	17.2%
2011	68.337.950	12.575.498	18.4%	31.942.797	5.092.427	15.9%	36.395.153	7.483.071	20.6%
2010	68.121.298	11.937.534	17.5%	32.149.660	4.713.699	14.7%	35.971.638	7.223.835	20.1%
2009	78.837.950	12.702.370	16.1%	38.018.345	5.488.565	14.4%	40.819.605	7.213.805	17.7%

Source: INE, 2013, Inquérito às deslocações dos residentes; 2012 – 3 Trimestres

Senior tourism was responsible for 16 to 18% of all bednights (in the period of 2009 to 2012); it should be noted that women seniors had a larger share (from 17 to 21% in the same period).

In Spain, **Europe Senior Tourism** was promoted as a project worldwide. It is a travel programme promoted by the Spanish government, designed for European seniors over 55 who wish to enjoy active holidays while sharing experiences.

Europe Senior Tourism promotes Spain as a country with lots to offer, with varied gastronomy, nature, leisure and culture at each destination. Between October and May, Spanish destinations offer European seniors the best hotels, restaurants and options to enjoy a mild climate, and cities, towns, landscape and people.

The Spanish government's Europe Senior Tourism project has the same aims as the pilot phase of the "Senior Tourism Initiative" launched by the European Commission in 2012 to increase travel by the senior sector in Europe. This initiative is a continuation of the goals of the Calypso Preparatory Action, the conclusions of which pointed to the importance of encouraging trips by senior citizens as a means of contributing to deseasonalisation and promoting regional development.

The “Senior Tourism Initiative” was launched in May 2012, as a pilot initiative to define the framework conditions to enhance senior citizens to travel in Europe.

The contribution of senior citizens to the European tourism industry is indeed significant and should be reinforced to face the challenge of seasonality, stimulating economic growth and jobs in Europe. Senior citizens (with 55 years old and over) represent around 25% of the European population. They have both purchasing power and leisure time (mainly in the retirement age), thus representing a significant economic market potential. From the data above, we can conclude that there is evidence of significant activity of senior tourism in EU, a potential for job creation and opportunities to youth.

Expected demand for jobs in the services sector remain high

Also in the Cedefop 2008 report¹⁰², for 2020, almost three quarters of jobs in the EU-25 will be in services sectors; in particular, employment in non-market services (and especially healthcare and social service sector) is expected to increase by more than 4.7 million.

According to the report on “Most New Jobs” (published January 8, 2014) by the US Bureau of Labor Statistics¹⁰³, Personal care aides is the occupation with the highest number of new jobs projected for the period 2012-2022 (580.8 thousand). An opinion recently published in the Portuguese newspaper Público (29th December 2013), entitled “Saúde pode criar milhares de postos de trabalho”¹⁰⁴, indicated that Portugal should explore Health Tourism¹⁰⁵ which is expected to grow strongly in the future. Mendes (2012)¹⁰⁶ explores potential new jobs for senior tourism in the Portuguese Good practice case of INATEL. There is, therefore, real demand for employing NEETs and youth in general with the right skills and labour market experience in these sectors.

Policies in action

¹⁰² Cedefop, 2008, Future skills needs in Europe — Medium-term Forecast Synthesis, available at http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/485/4078_en.pdf. See also, Simonazzi A., 2009, “New Skill For New Jobs? Status Quo And Perspectives For The Elderly Care Sector In Europe”, in *European Employment Observatory (EEO)*

¹⁰³ www.bls.gov/ooh/print/most-new-jobs.htm

¹⁰⁴ www.publico.pt/sociedade/noticia/saude-pode-criar-milhares-de-postos-de-trabalho.htm

¹⁰⁵ Fernando Ribeiro Mendes (coord), Ana João Sepúlveda and Plácido Maia (2015), As necessidades de qualificação no Cluster da Saúde e Bem-estar: estudo estratégico, CCP Confederação do Comércio e Serviços.

¹⁰⁶ Mendes, Fátima Geraldine Gomes, 2012, “A animação sociocultural e o turismo sénior”: um estudo efetuado na fundação INATEL, available at: <http://hdl.handle.net/10348/2475>

One important area of EU initiatives to tackle youth unemployment and NEET issues had been to make VET more attractive and to encourage MS to adopt and adapt the best practices in other EU countries. In 2010, the Bruges Communiqué¹⁰⁷ identified the existing and future challenges in European cooperation on vocational education and training; key short-term and long-term deliverables by MS were spelled out, within a global vision for education and training in 2020.

Building attractive and inclusive European VET systems were the main strategic objectives of the Bruges Communiqué, as well as high quality initial VET (IVET), easily accessible and career-oriented continuing VET (CVET) as well as flexible systems of VET based on a learning outcomes approach. Other key transversal objectives identified were greater involvement of VET stakeholders, increased cooperation between VET policy and other policy areas. According to research, VET graduates have better employment prospects in countries where work-based learning is a strong component of VET programmes.

There remains the ongoing challenge of aligning the education system with the needs of the two sectors without – at the same time – enslaving schools and higher education institutions to market forces. Although it is important for youth to secure work that matches their qualifications and skills, it is also vital that self-fulfilment and self-expression are not neglected.

Youth Guarantee and other measures recently adopted in EU aim at reducing youth unemployment. France and Germany have launched¹⁰⁸, in June 2013, a new policy initiative to combat youth unemployment. The two countries want 6 billion Euros to help find apprenticeships, encourage mobility and provide credit to small and medium-sized businesses. The uneven number of youth looking for a job means that there is a lopsided distribution of education and experience youngsters throughout the 28 EU Member States. Taking into account that youth jobs tend to be less stable, 55.5% of school dropouts are at a high risk of not finding employment; there are 14 million (15.4%)¹⁰⁹ youth with neither employment, nor education or training (NEETs) in EU.

¹⁰⁷ Latest step of the Copenhagen Process launched in 2002.

¹⁰⁸ Euronews – France and Germany seek New Deal for Europe's youth

<http://www.euronews.com/2013/05/28/france---germany---seek---new---deal---for---europe---s---youth/>

¹⁰⁹ European monitoring centre on change - NEETs

<http://www.eurofound.europa.eu/emcc/labourmarket/youth.htm>

In Portugal, the programme *Impulso Jovem*¹¹⁰ included measures to help youth to find a job, to further (or back) to education, training, and paid internships. It provides subsidies to private companies who, for six months or longer, hire individuals registered in the IEFP database or at professional training centres and established mandatory training in the workplace, which is expected to be provided by the hiring companies. At the end of December 2014¹¹¹, there were 70 498 internship in Portugal managed by IEFP (Portuguese Public Employment Services). Targeted at NEET in Portugal, the Active Youth Employment (*Emprego Jovem Activo*) programme was launched in July 2014. The programme's mandate is to facilitate the social insertion of youth who have not completed compulsory education (12 years). Under the supervision of higher-qualified individuals, selected low-qualified youth are invited to contribute to a project for six months in an environment of peer learning in order to develop professional, social and emotional skills, such as the ability to meet deadlines, collaborate with others and work autonomously.

In order to raise the responsiveness and adaptability of VET systems to emerging needs, Portugal's National Catalogue of Qualifications¹¹² constitutes an important management tool; it is a repository of strategic and relevant qualifications for the country's economic and social development (ANQEP¹¹³, 2014). The catalogue includes alternative responses to sectoral, regional and even local specificities with the creation of different sets of optional Short Duration Training Units, which are designed to meet local and regional needs. Updating qualifications in the catalogue mainly lies with the Sector Councils for Qualifications and the entities of the National Qualifications System, through the Open Model of Consultation (*Modelo Aberto de Consulta*) created by ANQEP.

According to Stavreska (2006)¹¹⁴, policies to help young transition into employment can be classified as in the following table:

¹¹⁰ Created by the *Resolução do Conselho de Ministros* n°36/2013, de 4 de junho (Portuguese Government Resolution n°36/2013). The official website is <https://www.garantiajovem.pt/>. Public Employment services centre in major towns and cities in Portugal (IEFP), local NGO or school and Gabinete de Inserção Profissional from local council services provide the physical locations to implement the measures of *Garantia Jovem*.

¹¹¹ IEFP, 2014, *Relatório de Execução Física e Financeira* (Dezembro), pg 13, *Inserção Profissional*.

¹¹² Portugal set up the National Qualifications System (NQS) in 2007, a framework for the relationships and linkages between education, professional training and employment. It also created new organisational structures and instruments, namely ANQEP; the National Catalogue of Qualifications (NCQ), the training providers' network; CQEP network; and the Sector Councils for Qualification (CSQ).

¹¹³ Agência Nacional para a Qualificação e o Ensino Profissional - National Agency for Qualification and Vocational Education and Training.

¹¹⁴ Stavreska, Antoneta (2006), *Interventions to Support Young Workers in South, East Asia and the Pacific: Regional Report for the Youth Employment Inventory*, World Bank

Table 12. Categories used to classify programs in the YEI

<p>1. Making the labor market work better for youth</p> <p>1a. counseling, job search skills 1b. wage subsidies 1c. public works programs 1d. anti-discrimination legislation 1e. other</p> <p>2. Improving chances for young entrepreneurs</p> <p>3. Skills training for youth</p> <p>3a. vocational training including apprenticeship systems 3b. literacy & numeracy – young adult literacy programs 3c. 2nd chance & equivalency programs 3d. other</p> <p>4. Making training systems work better for youth</p> <p>4a. information 4b. credit (to individuals or enterprises) 4c. financial incentives (subsidies, vouchers) 4d. other</p> <p>5. Programs to counteract residential segregation of disadvantaged youth</p> <p>5a. transportation 5b. others</p> <p>6. Improving labor market regulations to the benefit of youth</p> <p>7. Programs for overseas employment of youth</p> <p>8. Comprehensive approach</p> <p>9. Other (e.g. voluntary national service programs)</p>

Source: Stavreska (2006), Table 1

Recent active youth employment and training policies are *Opportunities for All* as well as *The Glasgow Youth Employment Partnership*¹¹⁵ in Scotland, *Job Experience Scheme* in Malta, *Giovani Sì* in Tuscany and *Emprendimento y auto empleo* in Spain. On the demand side, the following policies were enacted recently to reduce youth unemployment and raise training: Tax incentives (PT, Tuscany), Salary compensations (PT, Tuscany, Malta), *Estímulo 13* (Portugal), Micro-credit (PT, Scotland, Tuscany), Third sector — social economy (PT, SP, Scotland, Tuscany), Work readiness programs (Malta, Portugal, Scotland).

The following table summarises the major youth employment and training challenges and policies in SALM countries:

¹¹⁵ Draw on the piloting of the Scottish Activity Agreements programme to meet the needs of youth identified as at risk in their penultimate year of compulsory education. The programme provides coaches who work with youth on a one to one basis. The feedback and results of this initiative in Glasgow have been encouraging. The national evaluation of the pilots shows that the city has undertaken more agreements than any other area and with a higher rate of success – 48% of the city’s 601 participants have achieved positive outcomes as a result. OECD (2014), *Job Creation and Local Economic Development*, <http://dx.doi.org/10.1787/9789264215009-en>.

Table 13. Challenges and policies to youth employment: the demand and the supply sides (an overview)

	Supply-side	Demand-side
Challenges	<ul style="list-style-type: none"> • Disengagement due to long term unemployment and under-employment and biographical circumstances • Early school leaving • Lack of education and/or skills and attitudes • Lack of work experience 	<ul style="list-style-type: none"> • Lack of opportunities for job creation • If new jobs are created, permanent positions are avoided in favour of atypical or fixed term contracts • Youth are not ‘ready for work’, better to hire experienced workers • Youth are overeducated but under-skilled
Examples of Policies	<ul style="list-style-type: none"> • Impulso Jovem (Portugal) • Opportunities for All (Scotland) • Certification for Work Readiness (Scotland) • Job Experience Scheme (Malta) • Giovani Sì (Tuscany) • Emprendimiento y auto empleo (Spain) 	<ul style="list-style-type: none"> • Tax incentives (PT, Tuscany) • Salary compensations (PT, Tuscany, Malta) • Estímulo 13 (Portugal) • Micro-credit (PT, Scotland, Tuscany) • Third sector — social economy (PT, SP, Scotland, Tuscany) • Work readiness programs (Malta, Portugal, Scotland)

Source: SALM Good Practices Synthesis Report, Deliverable 13

In the context of VET initiatives, it should be mention also the European Alliance for Apprenticeships (EAfA), jointly coordinated by European Commission’s Directorate General for Education and Culture and the Directorate-General for Employment, Social Affairs and Inclusion, with the aim of bringing together public authorities, businesses, social partners, VET providers, youth representatives, and other key actors in order to promote apprenticeship schemes and initiatives across Europe. For example, Germany, with successful experiences in VET, supports efforts in Greece, Italy, Latvia, Portugal, Slovakia and Spain on VET reform.

ANNEX 2

Advisory Boards - members

GCU Advisory Board are:

- Professor Marco Giugni, University of Geneva; and
- Dr Didier Chabanet, Sciences Po Paris.

both are leading scholars on youth unemployment issues.

In Portugal, the Advisory Board comprises institutions concerned with the labour market and VET provision for youth, as well as coaches and entrepreneurs.

- Victor Gil, IEFP Instituto de Emprego e Formação Profissional, a public entity responsible of the employment services and training centres as well as of the implementation of the active employment measures.
- Paula Silvestre, representing AEP- Associação Empresarial de Portugal, a major Entrepreneurial Organisation. Mrs. Silvestre works with the Training department oriented to SME support
- Teresa de Sousa Botelho, “Action Coach Portugal”. She is General Director of Action Coach in Portugal and develops the entrepreneurial coaching as a model of optimizing businesses.
- Ana Luísa Seno, SERGA- Serviços de Organização e Informática, is an expert responsible for the training department in the enterprise SERGA.
- Vitor Gonçalves, represents a major VET provider, the IPL - Instituto Politécnico de Lisboa. He is responsible for the entrepreneurship courses.

In **Italy** the partners invited to the Advisory Board are mainly representatives of “social cooperatives”, potential future employers of the target group, as well as a valuable source of information about qualification needs and potential career pathways.

Lorella Masini, Società Cooperativa Sociale Onlus G.Di Vittorio, Vice President of a regional cooperative working in the social services fields.

Marco Paolicchi, Società Cooperativa Pane e Rose, President of a regional cooperative working in the social services fields, dealing with disabled users. He is the President and responsible for the HR policies, service planning, organisation, delivery and effectiveness, financial management.

Leonardo Alessi, Società Cooperativa S. Tommaso D’Aquino. He is president of a regional cooperative managing around 20 territorial (primary and secondary) schools. He is the President and responsible for the HR policies, service planning, organisation, delivery and effectiveness, financial management.

Augusto Borsi, Società Cooperativa Zenit, is responsible of the HR training department. The cooperative deals with health, education, social tourism services

Paolo Lorenzo Carbonaro, Il Girasole Cooperativa Sociale Onlus, is the President responsible for the HR policies, service planning, organisation, delivery and effectiveness as well as financial management.

The Advisory Board in Spain comprised 10 external experts, who provided feedback and advice to the partner on a continuing basis and participated in the validation survey.

Members and their respective organisations included:

- Javier Ramón Ramón, Viajeros Low Cost
- Manuel García, Zarpamos Aceleradora de Empresas TIC S.L.
- Maria Helena, Pais Lojo Witericus café y albergue rural
- Juan Reboredo, Finishterra Servicios Nauticos
- David García, Asociación Española de entidades por el empleo, Red Araña España
- Victor Manuel Gonzales, Meizoso Colexio Oficial de Traballo Social de Galicia
- Eva Bouza Hernaez, Travelling Assistant
- Santiago Rodriguez, Promoter of Initiatives for Social and Employment Initiatives
- Salvador Corroto Tudela Asociación de Emprendedores de Galicia ASCEGA

In Romania the advisory board comprised:

Policy Makers

Carmen Manu, Social Service and Social Inclusion Directorate, Ministry of Labour, Family, Social Protection and Elderly Persons

Daniela Motorga, Councillor, department of international relations, Ministry of Labour, Family, Social Protection and Elderly Persons

Georgeta Jurcan, Senior expert, Sectorial Committee on Health and Social Services, National Authority for Qualifications

Youth associations

Mugurel Stan, President of Euro 26 Romania Youth Association - EYCA and ERYCA member, promoting mobility, non-formal learning, informal learning and lifelong learning.

Trainers

Alexandru Andrasanu, Lecturer at the University of Bucharest, Eng. Geologist, Member of the Coordination Committee of the European Geoparks Network, Vice-president of the European Association for Geological Heritage Conservation (ProGEO), Director of Hațeg Country Dinosaurs Geopark, UNESCO Expert in Geoparks and Geoconservation (with

missions in China, France and Greece) and European expert in geo-education and outdoor learning programmes

Entrepreneurs

Simona Ivasciuc, Economist, General Manager at House of Dracula Hotel Poiana Brasov, Brasov, with a 9 year experience in tourism and post-graduate studies in tourism and related services, Trainer, Internal Auditor on Integrated Management Systems Quality, Environment.

Cristina Partal, PhD Economist, President of National Association of Rural, Ecological and Cultural Tourism -Buzau branch, trainer in ESF projects for human resources development, lecturer at Academy for Economic Studies- Bucharest. Specialist, responsible for tourism and sustainable development.

Social partners

Catrinel Gagea, “PRO Vocation Foundation”, Training and Resource Center for Social Occupations, is a private non-governmental organisation, established in 2002, legally authorized as the first Assessment Center for Vocational Competences in social field. All people, without any discrimination, are entitled to lifelong learning, training, qualification and recognition of prior learning through certification of competences.

Valenti Vladu, Community Care Foundation, provider of socio-medical care for dependent elderly people.

Counsellors

Cristina Ghinescu, Economist, Teacher at Economic College "Virgil Madgearu" Bucuresti /major Tourism, coach for youth education area, Master in Marketing and Business Communication, trainer, mentor for pedagogic practice, organizer for student practice in tourism units, co-author for tourism papers, coach for youth education area.

Local Authorities

Danut Fleaca, General Director, The General Directorate of Social Assistance and Child Protection Sector

From the perspective of the internal evaluation those countries who have provided information on their respective Advisory Board composition have gathered relevant stakeholders.

According to information provided AB provided feedback and recommendations on a continuing basis. This is documented in particular in the case of Portugal. Any additional information is available in the members area of the website.

Annex 3

Table of Contents

Jan.2015, 6th

Title (provisional)

Educational Jobs: Youth and Employability in the Social Economy.

Investigations in Italy, Malta, Portugal, Romania, Spain, United Kingdom

Paolo Federighi, Vanna Boffo, Francesca Torlone

0. Introduction	Paolo Federighi, Vanna Boffo	1 p.
1. The field of investigation	Vanna Boffo	2 p.
2. The context and the research methodology	Vanna Boffo	5 p.
3. Internal evaluation and quality assurance in projects' development: a way to assure relevance and utilisation of results	Alexander Krauss	5 p.
4. The competences demand expressed by the social economy related to some professional profiles (systematisation from case studies)	Vanna Boffo and/or Francesca Torlone	20 p.
5. Analysis of the youth competences related to some professional profiles (diagnostic based on interview or on curricula analysis)	Paolo Federighi and/or Vanna Boffo	15 p.
6. The mismatches among demand and supply of competences (Interpretation of previous chapters)	Paolo Federighi and/or Vanna Boffo	15 p.
6.1. Results of the research in Tuscany	Vanna Boffo	10 p.
6.2. Skills and education for youth employment in Scotland: a critical discussion	Thomas Montgomery, Simone Baglioni	20 p.
7. Future competences in order to answer the new competence demand (based on focus group)	Paolo Federighi	5 p.
8. Formative Paths and Capabilities for Educational Jobs: the Professionalisation and qualification of youth to answer the labour market needs (free interpretation of empirical material based on international literature)	Vanna Boffo	10 p.
9. Devices and tools supporting guidance and self-employment (source?)	Vanna Boffo, Francesca Torlone	5 p.
9.1. The interview for guidance purposes	Francesca Torlone	5 p.
9.2. Tool kits to improve the youth competences and employability as well as self employment and entrepreneurship	Portuguese Team	20 p.
10. Model of cooperation between employers and the skills systems to aligning competence demand and supply (free interpretation based on international literature)	Paolo Federighi	5 p.
References		
Annexes	Tbc	
Interviews		
Case studies		

Annex 4

References:

- AGE Platform Europe, EU CR and EC, 2011, *How to promote active ageing in Europe: EU support to local and regional actors*. Brussels: EU Publications Office. Available in <http://www.age-platform.eu/>.
- Aivazova, Natalia, 2013, Role of Apprenticeships in Combating Youth Unemployment in Europe and the United States, Peterson Institute for International Economics, PB 13 – 20
- Alén, Elisa, Trinidad Domínguez and Nieves Losada, 2012, New Opportunities for the Tourism Market: Senior Tourism and Accessible Tourism, in Kasimoglu, Murat (2012), *Visions for Global Tourism Industry – Creating and Sustaining Competitive Strategies*, Chapter 7, pp 139-166, available at: http://cdn.intechopen.com/pdfs/35523/InTech-New_opportunities_for_the_tourism_market_senior_tourism_and_accessible_tourism.pdf
- Almeida, Rita, Jere Behrman, and David Robalino (Ed.), 2012, *The Right Skills for the Job?: Rethinking Training Policies for Workers*. Washington, DC: World Bank. DOI: 10.1596/978-0-8213-8714-6. License: Creative Commons Attribution CC BY 3.0
- Attanasio, Orazio, Kugler, Adriana and Meghir, Costas, 2011, “Subsidizing Vocational Training for Disadvantaged Youth in Colombia: Evidence from a Randomized Trial.” *American Economic Journal: Applied Economics* 3(3): 188–220.
- Bandeira, Mário Leston et al, 2012, “Dinâmicas Demográficas e Envelhecimento da População Portuguesa: evolução e perspectivas”, Instituto de Ciências Sociais da Universidade de Lisboa
- Bell, David N. F., and Blanchflower, David G., 2011a, Youth and the Great Recession. *Oxford Review of Economic Policy* 27: 241–67. Available at www.dartmouth.edu/~blnchl r/papers/Oxf%20Rev%20Econ%20Policy-2011-Bell-241-67.pdf.
- Bell, David N. F., and Blanchflower, David G., 2011b, Youth Unemployment in Europe and the United States. *Nordic Economic Policy Review*, no. 1: 11–38. Available at www.dartmouth.edu/~blnchl r/papers/YouthEmpTNpages.pdf
- Biavaschi, Costanza et al, 2013, Youth Unemployment and Vocational Training, background paper for the World Development Report 2013, World Bank, Available online at <http://bit.ly/12rtRTg> (also as IZA Discussion Paper No. 6890)
- Bidet, E. and R. Spear, 2003, “The Role of Social Enterprise in European Labour Markets”, EMES Network Working Paper, No. 03/10, <http://dx.doi.org/10.2139/ssrn.1352411>.
- Brown, Alan, Anne Green, Jane Pitcher and Claire Simm, 2000, EMPLOYERS SKILL SURVEY: Case Study - Health and Social Care, DfEE, UK, Institute for Employment Research, University of Warwick
http://dera.ioe.ac.uk/4340/1/Employers_skill_survey_-_health_and_social_care.pdf
- Bruno, Giovanni S. F., Enrico Marelli and Marcello Signorelli, 2013, Youth in Crisis: NEETs and Unemployed in EU Regions, Paper presented at 53rd ERSA Congress

- Buckingham, H. and Teasdale, S., 2012, Job creation through the social economy and social entrepreneurship, Report for CFE/LEED (2012)11, OECD.
- Câmara Municipal de Loures, 2011, ESAP – Employment and Skills Anticipation Policies, WP4, Qualificações e exigências de Mercado - Respostas ao questionário.
- Cavaco, Carminda, 2008, Turismo Sénior: perfis e práticas, Cogitur: Journal of Tourism Studies , pp: 33- 64. http://r.duckduckgo.com/l/?kh=-1&uddg=http%3A%2F%2Fwww.esec.pt%2Fcdi%2Fbooks%2Fdocs%2FTurismo_senior.pdf
- Carneiro, Roberto et all, 2012, O Envelhecimento da População: Dependência, Ativação e Qualidade, available at http://r.duckduckgo.com/l/?kh=-1&uddg=http%3A%2F%2Fwww.ces.pt%2Fdownload%2F1483%2FRelatorio%2520Final_UCP_ago%25202012.pdf
- Carneiro, Roberto et all, 2011, Portugal 2020: Antecipação de Necessidades de Qualificações e Competências – Universidade Católica Portuguesa, available at: https://www.google.com/url?q=http://www.ucp.pt/site/resources/documents/CEPCEP/Rel%2520final_POAT_AntecipCompet.pdf&sa=U&ei=EAhaVc2ELsPxUp2agaAD&ved=0CAUQFjAA&client=internal-uds-cse&usg=AFQjCNHk6m2k2plqDdxixz_TXDiH8yAa8Q
- CEDEFOP, 2012, *VET in Europe: Country Report – Portugal*, CEDEFOP, Thessaloniki, www.cedefop.europa.eu/EN/Information-services/vet-in-europe-country-reports.aspx.
- Cedefop, 2008a, Future skills needs in Europe — Medium-term Forecast Synthesis report, available at http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/485/4078_en.pdf.
- Cedefop, 2008b, Future skills needs in Europe — Focus on 2020 (http://www.trainingvillage.gr/etv/Upload/Information_resources/Bookshop/498/5191_en.pdf)
- CIRIEC, 2007, The Social Economy in the European Union, The European Economic and Social Committee (EESC), n° CESE/COMM/05/2005.
- CNEL / ISTAT, 2008, Primo Rapporto CNEL/ISTAT sull’Economia Sociale (First Report on the Social Economy), CNEL/ISTAT, Rome.
- Conseil de l’emploi, des revenus et de la cohésion sociale, 2008, Les Services à la Personne, Rapport n° 8, La documentation Française. Paris
- Dias, M. C. and Varejão, J., 2012, Estudo de Avaliação das Políticas Ativas de Emprego. Relatório Final. Porto: FEP/ UP.
- Demunter, Christophe, 2012, Europeans aged 65+ spent a third more on tourism in 2011 compared with 2006: Ageing and tourism in the European Union, Eurostat publication, available at http://epp.eurostat.ec.europa.eu%2Fcache%2FITY_OFFPUB%2FKS-SF-12-043%2FEN%2FKS-SF-12-043-EN.PDF
- Department for Education, 2010, What works re-engaging youth who are not in education, employment or training (NEET)? Summary of evidence from the activity agreement pilots and the entry to learning pilots, available at <https://www.education.gov.uk/publications/eOrderingDownload/DFE-RR065.pdf>

- Eurofound, 2012, NEETs – Youth not in employment, education or training: Characteristics, costs and policy responses in Europe, Publications Office of the European Union, Luxembourg, available at <http://www.eurofound.europa.eu/publications/htmlfiles/ef1254.htm>
- European Foundation for the Improvement of Living and Working Conditions, 2007, The future for employment in social care in Europe: Conference report, <http://www.eurofound.europa.eu/publications/htmlfiles/ef0701.htm>
- European Foundation for the Improvement of Living and Working Conditions Report, 2006, Employment in social care in Europe. Available at <http://www.eurofound.europa.eu/publications/htmlfiles/ef0701.htm>
- European Foundation for the Improvement of Living and Working Conditions Report, 2004, Health and social services – visions for the future, available at http://www.eurofound.europa.eu/emcc/publications/2004/sf_hss_2.pdf
- European Foundation for the Improvement of Living and Working Conditions, 2003, The future of health and social services in Europe, available at http://www.eurofound.europa.eu/emcc/publications/2003/sf_hss_1.pdf
- European Commission, 2014, *Mapping and Analysing Bottleneck Vacancies in EU Labour Markets: Bottleneck Vacancies in Portugal*, European Commission, Brussels, <http://ec.europa.eu/social/main.jsp?langId=en&catId=89&newsId=2131> .
- European Commission, 2013, 3rd Biennial Report on Social Services of General Interest, COMMISSION STAFF WORKING DOCUMENT, available at: <http://ec.europa.eu/social/BlobServlet?docId=10183&langId=en>
- European Commission, 2013, EU Employment and Social Situation, Quarterly Review, June 2013
- European Commission, 2012a, Apprenticeship Supply in the Member States of the European Union. Final Report, Luxembourg.
- European Commission, 2012b, “Active Ageing”, Special Eurobarometer 378.
- European Commission, 2010, “Small and medium-sized enterprises (SMEs): social economy”, http://ec.europa.eu/enterprise/policies/sme/promoting-entrepreneurship/social-economy/index_en.htm,
- European Commission, 2010, Second Biennial Report on social services of general interest, COMMISSION STAFF WORKING DOCUMENT, available at: <http://ec.europa.eu/social/BlobServlet?docId=6221&langId=en>
- European Commission, 2010, “ICT & Ageing, European Study on Users, Markets and Technologies”, Final Report, January. Report prepared by Empirica and WRC on behalf of the European Commission, Directorate General for Information Society and Media.
- European Council, 2013, Conclusions, June 28, 2013 Brussels, <http://register.consilium.europa.eu/pdf/en/13/st00/st00104-re02.en13.pdf>.
- European Monitoring Centre on Change (EMCC), 2012, Recent policy developments related to those not in employment, education and training (NEETs), available at <http://www.eurofound.europa.eu/emcc/erm/studies/tn1109042s/index.htm>
- Eurostat, 2012, Skills mismatches and labour mobility,

- Eurostat, 2012, Active ageing and solidarity between generations — a statistical portrait of the European Union.
- Eurostat, 2012, Active ageing and solidarity between generations — a statistical portrait of the European Union
- Garcia, Maria de Fátima Jarrete, 2011, A procura de experiências hedónicas por parte do turista sénior: um estudo exploratório, MSc Thesis (Mestrado em Marketing e Gestão Estratégica), Universidade do Minho
- Görlich, Dennis, Ignat Stepanok, and Fares Al-Hussami, 2013, Youth Unemployment in Europe and the World: Causes, Consequences, and Solutions, Kiel Policy Brief 59
- Governo de Portugal, 2014, Relatório do Grupo de Trabalho Interministerial: Turismo de Saúde
- Governo de Portugal, 2013, Plano Estratégico Nacional do Turismo (PENT): Revisão e objetivos 2013-2015
- Governo de Portugal, 2012a, IMPULSO JOVEM – Plano Estratégico de Iniciativas à Empregabilidade Jovem e de Apoio às PME. Lisbon: Comissão Interministerial para a Criação de Emprego e Formação Jovem e Apoio às PME, 1 June.
- Governo de Portugal, 2012b, Programa Nacional de Reformas: Ponto de situação. Lisboa: GSEAPM, 25 April.
- Griffin, C. (1998), Public Rhetoric and Public Policy: Analysing the Difference for Lifelong Learning. In Holford, J., Jarvis, P. and Giffin, C. (Eds.). International Perspectives on Lifelong Education. London: Kogan Page Limited.
- Heckman, James J. and Tim Kautz, 2013, Fostering and Measuring Skills: Interventions That Improve Character and Cognition, IZA Discussion Paper No. 7750
- Hobijn, Bart and Ayşegül Şahin, 2012, Beveridge Curve Shifts across Countries since the Great Recession, Paper presented at the 13th Jacques Polak Annual Research Conference
- IEFP, 2014, Relatório de Execução Física e Financeira (Dezembro)
- ILO (International Labour Organisation), 2014, *Tackling the Job Crisis in Portugal*, ILO, Geneva,
www.ilo.org/wcmsp5/groups/public/---dgreports/---dcomm/documents/publication/wcms_228208.pdf.
- ILO (International Labor Organisation), 2012, Overview of Apprenticeship Systems and Issues: ILO Contribution to the G20 Task Force on Employment. Geneva.
- ILO, THE READER 2011, “Social and Solidarity Economy: our common road towards decent work”, available at:
http://www.ilo.org/empent/units/cooperatives/WCMS_166301/lang--en/index.htm
- Institute for Employment Research, 2012, Review of Apprenticeship Research: A Summary of Research Published Since 2010. Institute for Employment Research. University of Warwick.
- Institute of Social Economy Romania (IES), 2012, The Atlas of Social Economy in Romania 2012.

- Joël, M.-E., Dfuour-Kippelen, S. and Samitca, S., 2010, The long-term care system for the elderly in Portugal. Enepri (European Network of Economic Policy Research Institutes), *Research Report*, nº 84. Available in <http://www.ancien-longtermcare.eu/node/27/>.
- Kozovska, Kornelia, 2013, The Social Dimension of Europe2020, DG Employment, Social Affairs and Inclusion
http://www.socialinclusion.ie%2Fdocuments%2FKorneliaKozovska_SocialDimensionEurope2020_Final.pdf
- Kuczera M., 2013, *A Skills beyond School Commentary on Scotland*, OECD, Paris,
www.oecd.org/edu/skills-beyondschool/ASkillsBeyondSchoolCommentaryOnScotland.pdf.
- McKinsey, 2015, How business and government can bring youth into work, available in [http://www.mckinsey.com/Insights/Public_Sector/How_business_and_government_c
an_bring_young_people_into_work?cid=other-eml-alt-mip-mck-oth-1502](http://www.mckinsey.com/Insights/Public_Sector/How_business_and_government_can_bring_young_people_into_work?cid=other-eml-alt-mip-mck-oth-1502)
- McKinsey, 2014, Education to employment: Getting Europe's youth into work, available in [http://www.mckinsey.com/insights/social_sector/converting_education_to_employ
ment_in_europe](http://www.mckinsey.com/insights/social_sector/converting_education_to_employment_in_europe)
- Maddocks, Heather, 2012, Underemployment, Unemployment, and Mental Health, PhD Thesis, The School of Graduate and Postdoctoral Studies The University of Western Ontario, London, Ontario, Canada
- de la Maisonneuve, C. *et al.*, 2014, "The Economic Consequences of Ageing: The Case of Finland", *OECD Economics Department Working Papers*, No. 1120, OECD Publishing. <http://dx.doi.org/10.1787/5jz2qt1dtnlt-en>
- Marques, A.P. and Gaio, M. (orgs.), 2010, Inserção profissional de graduados em Portugal. (Re)configurações teóricas e empíricas. Braga: Centro de Investigação em Ciências Sociais da Universidade do Minho.
- Martín, Paz Martín, 2012, The European Union tackling Youth Unemployment in times of crisis, Friedrich-Ebert-Stiftung, International Policy Analysis
- Martin, Rob, Frank Villeneuve-Smith, Liz Marshall, and Ewan McKenzie, 2008, *Employability Skills Explored*. London: Learning and Skills Network
- Martins, L. P. S., 2011, Turismo, investigação e formação – tendências e desafios em tempos de mudança. Porto: FLUP.
(http://aleph20.letras.up.pt/exlibris/aleph/a20_1/apache_media/IL9LNGHXSU5PKJH F7M97R6MPUC9 UPK.pdf).
- Mendes, Fátima Geraldine Gomes, 2012, A animação sociocultural e o turismo sénior": um estudo efetuado na fundação INATEL, available at: <http://hdl.handle.net/10348/2475>
- Mendes, Fernando Ribeiro (coord), Ana João Sepúlveda and Plácido Maia, 2015, As necessidades de qualificação no Cluster da Saúde e Bem-estar: estudo estratégico, CCP Confederação do Comércio e Serviços
- Miguélez, F., Lope, A., Olivares, I., 2006, Elderly care sector in Spain,
<http://dynamoproject.eu>.
- MISSOC-INFO, 2006, Long-term Care in Europe. Introduction,
http://ec.europa.eu/employment_social/spsi/missoc_info_en.htm#02/2006

- Monzon, J. L. and R. Chavez, 2012, The social economy in the European Union, CIRIEC, Liege, www.socialeconomy.eu.org/IMG/pdf/executive-summary-for-publication_en.pdf.
- Observatoire National de l'ESS, 2013, L'emploi des jeunes dans l'Economie Sociale et Solidaire downloaded from (29.10.13) <http://www.recma.org/node/3560>
- OECD, 2015a, *Education at a Glance Interim Report: Update of Employment and Educational Attainment Indicators*, OECD, Paris, www.oecd.org/edu/EAG-Interim-report.pdf.
- OECD, 2015b, *OECD Skills Strategy Diagnostic Report: Portugal*, OECD Publishing, Paris
- OECD, 2014, *Job Creation and Local Economic Development*, <http://dx.doi.org/10.1787/9789264215009-en>.
- OECD, 2013a, The OECD Action Plan for Youth: Giving Youth a Better Start in the Labour Market, Meeting of the OECD Council at Ministerial Level Paris, 29-30 May 2013
- OECD, 2013b, *Employment Outlook 2012*, OECD Publishing
- OECD 2013c, *Job Creation through Social Economy and Social Entrepreneurship*, Paris available at:
<http://www.oecd.org/cfe/leed/jobcreationthroughthesocialeconomyandsocialentrepreneurship.htm>
- OECD, 2012, *Skills Strategy*.
- OECD, 2010, *Off to a Good Start? Jobs for Youth*, Paris.
- OECD, 2005, *Long-term Care for Older People*, Paris, OECD Publishing.
- OECD, 1996, *Caring for frail elderly people: policies in evolution*, Social Policy Studies 19, Paris, OECD Publishing.
- Paolini, Giulia, Anna Horvath, Ana Sofia De Almeida Coutinho, 2013, *Youth Social Exclusion and Lessons from Youth Work, Education, Audiovisual and Culture Executive Agency (EACEA) of the European Commission (Eurydice Unit)*
- Patterson, Ian R., 2006, *Growing Older: Tourism and Leisure Behaviour of Older Adults*, Trowbridge, UK: Cromwell Press.
- Payne, Jonathan, 2007, *Sector Skills Councils and Employer Engagement: Delivering the 'Employer-led' Skills Agenda in England*, ESRC Centre on Skills, Knowledge, and Organisational Performance research paper, Number 78.
- Pinville, Martine 2013, *Reveler le defi politique de l'avancee en âge : Perspectives internationales - Rapport remis à M. le Premier Ministre*
- Pittini, A., 2011, *Study on social services of general interest. Final report*. Brussels: European Commission, Directorate General for Employment, Social Affairs and Inclusion. Available in <http://eprints.lse.ac.uk/43342/>.
- Polacek, R., McDaid, D., Fernandez, J., Matosevic, T., Penn, H., Korintus, M., Verheyde, M., Wynne, R., Cullen, K., Dolphin, C., Bauer, E., Czischke, D., Hegedus, J., Teller, N., Pittini, A., 2011, *Study on social services of general interest. Final report*, European Commission, Directorate General for Employment, Social Affairs and Inclusion, Brussels, Belgium. This version is available at: <http://eprints.lse.ac.uk/43342/>

- Ramos, Sandra Patrícia Rego, 2012, O emprego no Terceiro Setor – uma análise comparativa, Mestrado em Economia Social, Universidade do Minho, Escola de Economia e Gestão
- Ribeiro Mendes, Fernando (coord), Ana João Sepúlveda and Plácido Maia, 2015, As necessidades de qualificação no Cluster da Saúde e Bem-estar: estudo estratégico, CCP Confederação do Comércio e Serviços
- Riege, Andreas M. & Perry Chad, 2000, “National marketing strategies in international travel and tourism”, *European Journal of Marketing*, Vol. 34, Nº 11/12, pp. 1290-1304
- Rodríguez, Ricardo, 2010, CALYPSO STUDY ON SOCIAL TOURISM – SPAIN, downloaded from:
http://sete.gr/_fileuploads/entries/Online%20library/GR/110125_Calypso%20study%20on%20Social%20tourism_Spain.pdf
- Rosa, Bernardo Eugénio Parracho Lopes, 2012, Sênior, o Turista do Futuro Um Estudo Abrangente do Turista Sênior Português, Tese de Mestrado em Turismo, Escola Superior de Hotelaria e Turismo do Estoril
- Santos, I., Covita, H. and Pacheco, C., 2011, Directório de competências, necessidades formativas, bases para o plano de formação, Relatório Final. Lisboa: FCM/UNL, 2011.
- Scharle, Ágota and Tina Weber, 2011, Youth Guarantees: PES approaches and measures for low skilled youth, DG Employment, Social Affairs and Inclusion
- Serrão, D., 2010, Care of older people in Portugal: time for Geriatric Medicine. In *The challenge of ageing in Portugal*, 2010.
- Simonazzi, Annamaria and Sara Picchi, 2011, Affordability of care and quality of work. Policies to reduce irregular employment in elderly care
- Simonazzi, A., 2010, Home care and cash transfers: the search for a sustainable elderly care model, Chap 9 in E. Addis, F. Degavre, D. Elson, J. Eriksen and P. de Villota (eds.), *Gender and well being: interactions between work, family and public policies*, Ashgate
- Simonazzi, A., 2009, “New Skill for New Jobs? Status Quo and Perspectives for the Elderly Care Sector in Europe”, in *European Employment Observatory (EEO) Thematic Paper*, Fondazione Giacomo Brodolini.
- Simonazzi, A. “Care Regime and National Employment Models”,
- Sissons, Paul and Jones, Katy, 2012, Lost in transition? The changing labour market and youth not in employment, education or training, The Work Foundation
- Soares, Cândida et al, 2012, A Economia Social e a sua sustentabilidade como factor de Inclusão Social – SERGA,
- Soares, Cândida et al, 2011, Novos Empregos e Competências nos Sectores da Saúde e Serviços Sociais (NECSS) no contexto do envelhecimento demográfico, SERGA, available at:
<http://www.updigital.pt/clientes/serga/website/popup-destaque/&c=2-2>
- Spielhofer, Thomas, et al, 2009, Increasing Participation: Understanding Youth who do not Participate in Education or Training at 16 and 17, National Foundation for Educational Research

Stavreska, Antoneta, 2006, Interventions to Support Young Workers in South, East Asia and the Pacific: Regional Report for the Youth Employment Inventory, World Bank

Steedman, Hilary, 2010, The State of Apprenticeships in 2010, London School of Economics and Political Science.

Sunley, P. and S. Pinch, 2012, “Financing social enterprise: social bricolage or evolutionary entrepreneurialism”, *Social Enterprise Journal*, Vol. 8, No. 2, pp. 108-122.

Turismo de Portugal (2012), Relatório de Sustentabilidade 2011

World Bank, 2012, The Right Skills for the Job? Rethinking Training Policies for Workers, edited by Rita Almeida et al.

World Bank, 2010, *Stepping up Skills for More Jobs and Higher Productivity*. Washington, DC.

Zaidi, A., Gasior, K. and Sidorenko, A., 2010, Intergenerational Solidarity: Policy Challenges and Societal Responses. European Centre for Social Welfare Policy and Research, *Policy Brief*, July, 2010.

