



## WP 3 MODEL BUILDING

### Deliverable 10



**Skills and Labour Market**  
to raise your employment

CEPCEP, UCP

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**@ SALM Project****1st edition**

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## Model building

### 1. Background

Many EU countries are in a process of significant population ageing. From 2012, the European working-age population started to shrink, while the over-60 population will continue to increase by about two million people a year. The strongest pressure is expected to occur during the period 2015-35 when the so-called baby-boom generation will enter into retirement.

The “European Year for Active Ageing” in 2012 was designed to serve as a framework for raising awareness, for identifying and disseminating good practices and, most importantly, for encouraging policymakers and stakeholders at all levels to promote active ageing. Active ageing includes creating more opportunities for older people to continue working, to stay healthy longer and to continue to participate in civil society. The EU and Member States have a role to play in areas such as employment, social protection and inclusion, (social services) public health, leisure activities such as senior tourism.

After the financial crisis, many EU countries face rising levels of unemployment, in particular the unemployment of young people as it is becoming harder for them to find and stay at work. At the same time, the NEET population rose also, meaning that young people not at work and away from learning, education or training. The risks created by this phenomenon and unemployment are essentially connected with integration difficulties either in society or in the labour market since those young people are more likely to depend on social benefits and have a higher risk of social exclusion.

According to research results, youth unemployment in Europe is strongly linked to the lack of appropriate competences required by the labour market and it varies from country to country. Insofar as Member States need to ensure that their education and training systems are fit to equip young people with relevant skills in an efficient way, reducing youth unemployment is a task that implies a strong commitment of businesses, public sector and civil society to provide work and training opportunities to young people through the development and sharing of good practices namely in the area of skills development, employability, entrepreneurship, including social entrepreneurship. Furthermore, promoting effective business support to young people through adequate training and coaching measures can contribute to opening up labour market to young job seekers or self employment or building their business.

The issue of youth unemployment, the lack of young people’s competencies in critical areas and the opportunities generated by the needs of the market in two sectors, senior tourism and social services, are interrelated with the ageing of population in our societies; in order to decrease youth unemployment, young people’s competencies must be raised through innovative training approaches and, at the same time, job opportunities must be increased by, among other measures, encouraging self-employment and entrepreneurship initiatives in these two promising sectors.

So the issues of youth unemployment and active ageing appear as two major societal big challenges in EU MS and, at the same time, provide many untapped job and development opportunities to unemployed youth and to NEETs. These might be used more efficiently by addressing these opportunities in the field of training and national qualifications and jobs in sectors such as service sector in general where a lack still exist at European level.

The SALM project used an innovative model (quantitative and qualitative approaches) focusing on: i) detecting the mismatches through the application of case studies belonging to some sectors with potentialities of job creation (senior tourism and social services); ii) detecting the best engagement and their role between employers and the skills systems to align skills provision to sectors' needs; iii) focus group with the involvement of different stakeholders, namely actors and social partners connected with the school/ training entities and labour market world, in line of LLL strategy and to the need of forecast future competences required in the 2 sectors.

Thus, the SALM project mobilised research knowledge more effectively across social policy and practice and provided additional ways to policy makers to address youth's lack of skills and or information on jobs potential in social services and senior tourism with the concurrent and rising needs in these sectors as a result of ageing process in many European societies. Indeed, available research show that these sectors needs in terms of labour are already high and expected to increase, though they differ from country to country.

The purpose of the SALM model is to identify the key steps in identifying: (i) skills gap; (ii) information gap in young people about the jobs prospects in the 2 sectors; (iii) the role these sectors' entrepreneurs play; (iv) as well as the most efficient key interventions of counselors in mediating the transition from school or training to the labour market or entrepreneurship.

According to the SALM application form, the main objectives<sup>1</sup> of the project are:

- 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 young people 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 young people, employers and job counselors) to improve the young people competences and employability as well as self employment and entrepreneurship;
6. **To strengthen** the role of different stakeholders in order to find new approaches to solve the mismatches problems;

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<sup>1</sup> Objectives 5, 7 and others are not directly related to the model building exercise.

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

To attain these objective, in particular, the SALM project investigated: (1) the new occupations in these sectors; (2) how to bridge the information gap; (3) tests on youth skills gap; (4) collect evidence on entrepreneurs' needs and their recruitment and internship policies; (5) testing counselors' needs and role in introducing young people to jobs prospects in these sectors; and (6) collect evidence from Pilot projects to check and improve the tools proposed in the project. Partners agreed in setting up the SALM model, comprising the following tasks, based on the results and activities achieved in the project:

- Analysis of partner countries' policies to ensure prevention of young people unemployment rate based on desk research and field research (WP2 results on national policies to reduce youth unemployment, improve training, internships, etc.);
- Case studies and focus group activities in order to detect: i) the main mismatch in both sectors and the main reasons for them; ii) the expected future competences for the young people to answer the labour market needs in both sectors; and iii) also the existing gaps in each national qualification frameworks (WP3 on Case Studies and Focus Groups);
- Set of good practices results from WP2 has been identified and investigated in depth, according to a list of selection criteria drawn from the conceptual framework. The researchers brought together the recent experiences in partners' countries concerning innovative strategies, approaches and practices which are successful in promoting the integration of the young people in the labour market. Special attention was devoted to the good practices which combine upgraded competences and companies' needs (WP4 on Good Practices);
- Toolkits composed of a set of instruments supporting the development of the model concerning integration of young people in the labour market through the improvement of their competences in line with the labour market needs and the qualification frameworks.
- Application of a pilot project/ phase test to show the importance of experience based innovation; this pilot project was selected from the results of the WP2 (national policies to raise youth employment), WP3 (Case studies and Focus Groups) and WP4 (Good practices) and adapted to the specific situations existing in partner countries;
- Battery of indicators created in order to evaluate the application of the model through a pilot project (WP6 – Pilot Project).
- Validation by partners' national Advisory Board.

## 2. Model

The 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. This application was supported by specific tools for each target group of intervention, namely, youth people, counselors and entrepreneurs.

The results from WP3 activities (Case Studies and Focus Groups) showed that Soft Skills were referred as core skills for professionals working in senior tourism and social services. 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 young people lack (UK). Moreover, young people 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.

There is a lack of information issue (youth awareness) and a mismatch problem in youth lack of competencies needed for the social sector and senior tourism jobs. 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 (e.g., SALM partner University of Florence, UNIFI, developed new curricula to better reflect social services cooperatives around Tuscany);
- Imperfect information and structural rigidities, workers and businesses aren't provided with the right level of skills in the right areas, which damages competitiveness in particular of smaller enterprises (e.g., SALM partner Fundación Ronsel, FR, participates in Youth Business International network, 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);
- The educational and professional choices of young men and women continue to be influenced by traditional gender paths which cause skills shortages, for example in technical and managerial occupations.

These issues require better cooperation between educational institutions and employers from the social sector and tourism, employing internships, information activities, branding. However, Educators and job counselors need a practical toolkit to improve young people competences as well as self-employment and entrepreneurship. In particular, the toolkits are designed for youth people, employers and also employment and training counselors, providing a diagnostic tool for the new and basic skills required/need for jobs in the two sectors; furthermore, for the Educators and training counselors, several tools are available to conduct their counseling approach with youth people and employers and other entrepreneurs.

## Model Proposal – Main Contents

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

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



Concerning the **young people**, the main activities according to each phase to highlight are:

Screening phase: To select and screen VET and/or higher education students with profile to work in social services and senior tourism sector.

Awareness phase: To raise awareness of young people best profile to work in social organizations, services sector and senior tourism: «how young people perceived seniors» and «how young people perceived job opportunities in social services and senior tourism sector».

Matching Phase: To match students profile with the competences needed by the social services and tourism sector and «how to prepare young people to work in social services and senior tourism sector».

Evaluation Phase: To evaluate how students perceived the added value of the SALM initiative and reflect about the outcomes of their participation in the initiative.

Concerning the **employers** the main activities according to each phase to highlight are:

Screening phase: To reflect with employers and entrepreneurs regarding young staff profiles, having a focus on the soft skills to work at the social services and senior tourism sector.

Awareness phase: To be aware on how to attract students to services and senior tourism sectors and how to optimize businesses to become more attractive to young people.

Matching Phase: To organize events in companies with students, aiming at integrating and retaining young people for voluntary or/and paid work as: «shadowing and volunteer programs, visits to companies and organize internships

Evaluation Phase: To evaluate how employers and entrepreneurs are responsible and perceived the added value of the SALM initiative.

Concerning the **educators, employment and training counselors** the main activities to highlight are:

Screening phase: To reflect with educators, employment and training counsellors regarding the concept of self-employment and entrepreneurship in social services and senior tourism sectors and to organize a preparatory seminar addressed to the foundations of the social services sector/tourism sector and their employment opportunities.

Awareness phase: To be aware on how educators, employment and training counsellors can support young people searching for a job in social services and tourism sector and to be aware of the adequate training offer and University curriculums to solve the mismatching between supply and demand.

Matching Phase: To match students and companies in social services and senior tourism sector and to guide young people in further studies the field of social services and senior tourism sector.

Evaluation Phase: 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 **toolkits** have a common framework consisting of three points: 1) the description of the different situations in terms of competences of the unemployed young people 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).

A toolkit for the young people 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 which includes:

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

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 young people.

In total, the SALM model of intervention is supported by 7 specific toolkits. The toolkits support the model-intervention concerning the integration of young people on 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 partners has been positive (Advisory Board in partner countries). In fact, the toolkits were revised several times as experience accumulated with AB discussions, focus groups with young people, counselors and entrepreneurs. In this regard, Fundación Ronsel made extensive test of the Toolkits with counselors prior to the Pilot Project application.

### **3. Evaluation and validation of the model:**

Templates and metrics to support the evaluation activities of the model are in the annex of this document. This section includes the results from Advisory Board members' comments, pertinent Case Studies and Focus Groups results as well as comments from participants of SALM European Conference. The evidence reported below show the import of the SALM model as well as the strategy developed in its testing and implementation of the Pilot project.

Most Advisory Board members commented positively on the results and materials, namely the Toolkits developed in the WP5 by CECO. 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 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 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 young people 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 organization».*
- *«The project developed a practical tool for young people 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 young people»*
- *«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 young people following the strategy of entrepreneurship and youth employment of the Government of Spain»*

Contributions of the case studies on social services sector: (3 Cases Study of PT, 2 Case Studies of Romania, 2 Case Studies of Spain and 18 Case Studies of IT)<sup>2</sup>

- Social services is a sector with low participation of young people and mainly female labour market;

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<sup>2</sup> More details in WP3 Synthesis Report

- Social services is a sector with predominance of low skilled workers at least in some countries;
- In terms of skill needs the most important are related with the soft skills mainly human relations and interpersonal skills (namely team work and coaching);
- In terms of future perspectives we must mentioned that some entities agree with the creation of additional jobs: for higher and technical qualifications physiotherapists, psychologists and socio-cultural animators; vocational advisers, especially for the disabled and social mediators

Contributions of the case studies on senior tourism: (3 Case Studies of PT, 3 Case Studies of SP, 4 Case Studies of RO, 3 Case Studies of MT)<sup>3</sup>

- Senior tourism is a sector less developed in relation to social services but with development potential;
- the project seeks to: i) identify good practices to develop senior tourism possibilities; ii) develop joint methodologies and giving policy recommendations based on good practices; iii) increase networking capacity and synergies within European-senior tourism economy networks and projects; iv) 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 organization and teamwork;
- In terms of future perspectives we must mention that some entities agree with a creation of additional jobs in line with World Tourism Organization 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 Organization).

#### **Contributions of the Focus Group:**

The aim of the focus group was to determine future youth competencies to meet the needs of the labor market in social services and tourism services for the elderly, while identifying existing discrepancies in national qualifications framework and to better understand the impact of the activities of both sectors undertaken in the field of youth employment.

The main participants in Focus Group were: Employment services experts, Education and Vocational Formation Experts, Labour Agencies experts, Associations of the target group,

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<sup>3</sup> More details in WP3 Synthesis Report

Social Partners, Experts for Tourism, Experts for Social Services, Local Authorities, Trainers; Entrepreneurs; Youth associations; Counsellors; Policy makers.<sup>4</sup>

- Potentiality of the sectors in terms of job creation – Thus, in Romania the 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. 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.
- The Government is committed to invest in our younger generation through an educational campaign on tourism, through increasing awareness of job and career prospects in tourism and to change the prevailing perception that hospitality and service are jobs for low skilled and less educated workers, students or foreigners or a last-resort job when no alternative is found. Hospitality and service jobs are important and key to service industries and can offer satisfying jobs and a professional career. In Spain, Galicia, the religious and nautical tourism show an important growth potentiality as well as thermal tourism targeted to seniors.
- Addressing mismatch or gaps in the industry - soft Skills are considered as core skills for all the professionals working within both these Sectors - 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 competences to be acquired and developed within all learning pathways (formal/non formal) leading to Social Services and Senior Tourism Qualifications.

### **Contributions of the European Conference:**

The Final European Conference of the SALM project was organized by UCP CEPCEP and CECOIA in March 2015, 5 and 6. The 1st day was dedicated to discuss the “SALM Project: Ageing and future needs”. The invited speaker Pedro Lisbon<sup>5</sup> 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 organizations and countries.

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<sup>4</sup> More details in WP3 Focus Group Synthesis report

<sup>5</sup> 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. The organization presented their main intervention initiatives regarding the Employability as the framework, the outcomes and the methodologies/strategies. The organization works to improve daily the quality of the Service provided and the Employability program involved 33 employees - 7 on Cleaning tasks and 26 on Social Care, Nursing home/Home Care Support; 45 Volunteers (25 on Social Care, Nursing home/Home Care; 15 on Kindergarten and 5 on Maintenance tasks) and 53 Trainees (25 on Social Care, 10 on Administration and 18 on Maintenance).

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

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

On the base of the evaluation done of the project results during the last day of the European conference by partners and invited experts, the main points to follow learned from the implementation model can be highlighted, which substantiate the value of the improvements into the model approach:

#### **Students / trainees / young people**

1. Soft skills are what employers need in terms of competences;
2. Students and young people need to know the potential of employment and self-employment in these two sectors;
3. New attitude and change in their attitudes towards the potential jobs in the social services and senior tourism are needed.

#### **Employers**

1. More needs on entrepreneurship and self-employment experiences;
2. Validation of the short training sessions relevancy;
3. More possibilities to promote internships and professional experiences;
4. More credibility of the professions among young people and investment in employer-branding.

#### **Educators, training and employment technicians**

1. More visible education and training pathways;
2. More skills profiles in job placements;
3. Start earlier;
4. and follow the students in their educational and training choices.

Participants of European Conference in Lisbon (March 2015) provided also further insights. Portuguese participants mentioned the importance of Projects in the social sector and in senior tourism based in local communities; they provide needed flexibility in designing training courses and better tailor skills needed to serve local communities.

For the issue of internship in the social sector, Germany experience has being considered as very positive. In Germany, guidelines for Internships are very important - making internship better describing jobs in a modular format of building skills in a more integrate way in combination with work places. The qualifications in Germany for the social sector have also a profile for demography managers and portfolio with process oriented learning; and during the learning there an evaluation of the achievements is performed.

In Italy, priorities identified by public authorities and major stakeholders are the following:

- To create the conditions to increase the quality of management skills and better quality organizations – management organization;
- To train women management system;
- To support the creation of social economy organizations and to increase the level of employment among the consortium;
- To insert the new technologies to improve the services;
- To create a good system of guidance and placement to get a work in the social services; and
- Spin off case studies.

In Spain, priorities are the following:

- Dual system is starting now in Spain;
- Why people want to work in the sectors?
- The development of a better collaboration and new position for organizations (profit and nonprofit) working together and looking to provide to young entrepreneurs perspective of career in the social sector?
- For profit organization is very difficult to deal and to collaborate with trade unions and NGO.

#### **4. Conclusions / consolidated version of the model**

In the aftermath of the Pilot projects' many activities and European Conference in Lisbon (March 2015), participants in the Conference provided further insights in order to improve SALM model. Most participants 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 organization 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.

#### **Lessons learned:**

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 organization – employee value propositional – continuous learning and work place learning depends on the employee value position.

They are, basically, the following next steps of potential future research activities:

- **Work based learning**

Another lesson is connected with the **work based learning model**, which was considered a win-win situation for learners, employers, VET schools and society at large. Work-based learning experiences such as internships, volunteer experiences, showed programs, apprenticeship courses, are a way for young people to get in contact with employers and to experiment professional experiences and roles.

Young people can benefit from that since they learn in the work context, with supervisions, and can explore what they have learned in the classroom, connected to the real professional world. VET System can benefit from young people improved motivation, responsibility, team building competences and better rates. Schools and VET providers improve their relationship

with the community. Employers can benefit from the VET system because they may recruit young people better prepared to work; reducing recruitments costs and training costs.

The success of this approach requires solving the three issues, which can be considered as “success factors” for effective WBL: governance, quality and partnerships. Governance in a work-based learning model requires effective collaboration and strong commitment by a wide diversity of stakeholders, together with a clear definition of their roles and responsibilities; quality in qualification gained and also in learning process itself in order to be recognized as a valuable learning pathway and transferable across borders; effective partnerships between VET schools / institutions and companies are fundamental to successful WBL - it means active commitment and expertise of not only policymakers, notably those responsible for education and training and for employment / labour market policy, but also – crucially – of social partners and other key actors.

One of modalities of work based learning highlighted by the project partnership was, besides the apprenticeship systems, involving long-term commitment by employers and policymakers, on-the-job-traineeships which all increase the relevance and quality of vocational education and training and support a smooth transition from learning to work.

- **Job induction**

A job induction program should be added as a next modular session of the model, particularly target to young people. The program should be linked to the «employability consortium» created with the community based offer, supported by local agents and with mentoring supervision. The 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**. It means to integrate the trainee in the learning environment in a very friendly and right balance way - the right balance of training will not be too intensive an information-giving session as this will be ineffective as individuals will start to lose concentration and may end up missing crucial information; Induction training also helps to provide individuals with a professional impression of the training entity / company and its aims and objectives through: create a positive atmosphere, address any new job concerns, increase comfort level and feeling of belonging, increase knowledge of the organization and its procedures and policies and share job specific information.

Thus, it is important the role of the employee will carry out in small organizations the induction training. In larger organizations, the responsibility is shared between managers, supervisors and human resources. In the case of both big and small organizations the employees and his/her senior manager play a major role in inducting an employee/ trainee.

The main advantage of induction training is that it can be brief and informative, allowing businesses to save time and money on planning and conducting the training, whilst supplying key information to new entrants.

The formal and non formal education based in peer mentoring and entrepreneurship sessions is a guarantee for the SALM Model success. Young people who follow a mentoring program of peer mentoring, defined with a sequential process of capacitation, increasing key skills – skills identified by employers.

- **The SALM Model should reinforce the following skills:**

A third lesson connected with the most relevant skills that the young people must be trained more deeply are mainly those of soft skills/ transversal skills, resulted from a focus group, such as: personal qualities (discipline and persistence, responsibility, initiative, assertiveness, positive vision and self-control), communication skills (languages, listen to others, communicate own ideas) and human relations (sharing information, team work, building relationships, be able to listen). Participants listed the following skills:

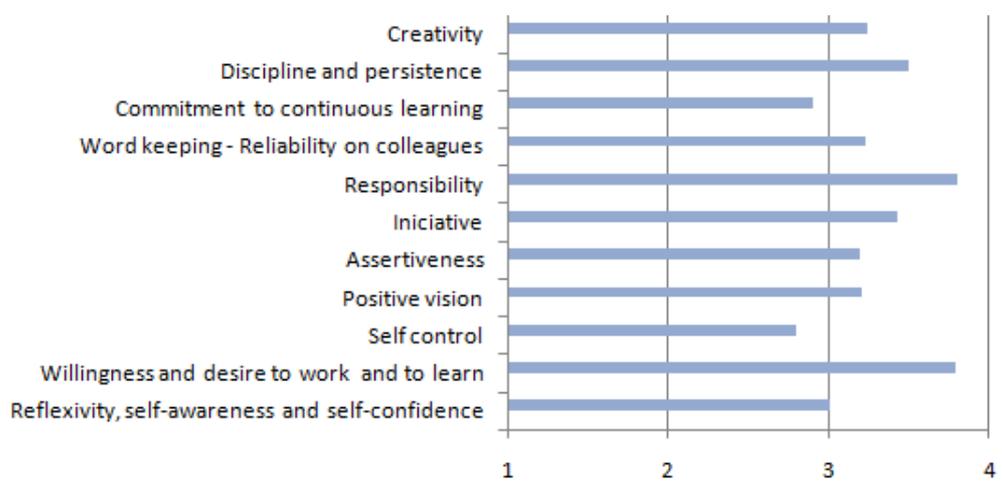
- Communication
- Emotional intelligence
- Team work
- Balance between personal and professional
- Resilience
- Job search technics
- Conflict management

Those set of skills are congruent with the results of previous WPs and validate the concepts behind the model. Further applications of the SALM Model should also pay attention to the System of Qualifications, as skills and certifications mechanisms; emphasis of the training in association with the company organizational development; working at organization management level and quality sustainability to work company, as the adjustment of training to the need of (re)qualifications, job creation and entrepreneurship. For Portugal, the results of a questionnaire of the Social ROI project<sup>6</sup> on core soft skills are the following:

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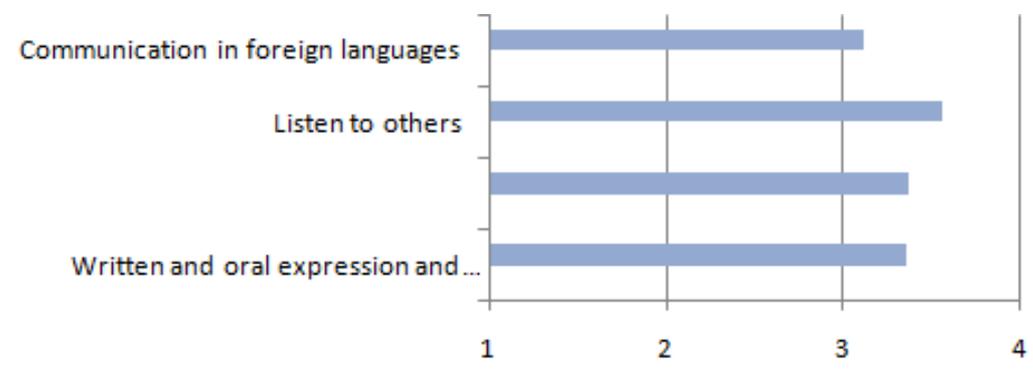
<sup>6</sup> Project leader was Câmara Municipal de Loures, 2011, ESAP – Employment and Skills Anticipation Policies, WP4, Qualificações e exigências de Mercado - Respostas ao questionário.

## Personal Skills



Source: Câmara Municipal de Loures, 2011, ESAP – Employment and Skills Anticipation Policies, WP4, Qualificações e exigências de Mercado - Respostas ao questionário

## Communication skills



Source: Câmara Municipal de Loures, 2011, ESAP

## Human Relations



Source: Câmara Municipal de Loures, 2011, ESAP

Improve training of the educators/employment counselors/ tutors is important to guarantee the quality of training. Besides good vocational knowledge and competence relating to their occupation the trainers must have also other competences, such as a foreign language, communication and interpersonal skills and pedagogical competence, which they mostly acquire in the workplace or informally.

Trainers must often be able to identify the learning needs namely of the employees in their companies, provide guidance and design relevant training plans and curricula. Trainers therefore need access to the latest information on pedagogical methods, learning styles and the specific requirements of adult learners. They need to be able to use information and communication technologies and social media to support learners.

Nowadays, working and, consequently, training call for collegiality, teamwork, networking and collaboration among trainers, other professionals and education and training institutions. Vocational teachers and trainers can benefit from cooperation just as teachers can update their knowledge of the workplace and in-company trainers can improve their pedagogical competence.

- **Improve training of the educators/employment counsellors/ tutors**

Another investment should be the creation of a system of accreditation for training counsellors and tutors in companies to support those specialists in the integration of young people, in particular, students/trainees coming from vulnerable situation.

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 (6<sup>th</sup> March, 2015) as:

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

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

**Annex:**

SALM partners agreed on the satisfaction indicators and metrics to evaluate SALM model; they were applied to the young people and employers as well as to AB members.

<b>Overall satisfaction</b>	<b>Yes</b>	<b>Rather yes than no</b>	<b>Rather no than yes</b>	<b>No</b>
I am satisfied with the model proposed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The toolkits model is organized in a satisfactory way	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The toolkits model support employers to attract young people motivated for the work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The toolkits model gives concrete tools to guide employment in social services carriers and senior tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The toolkits framework design is easy to navigate and use.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The language of the toolkits model is clear and understandable.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
My expectations have been met.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Technical details- concerning the description of the methods	<b>Yes</b>	<b>Rather yes than no</b>	<b>Rather no than yes</b>	<b>No</b>
The diagnosis screening tool reflects the employers and counselors views	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The diagnosis screening tool represents a supportive instrument for evidences collection from young people and employers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
The intervention by awareness sessions creates the prerequisites of new opportunities of employment in the field of social services and senior tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All evaluation instruments are understandable	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
All evaluation results are accessible without any technical barriers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Indicators which make matching/employment more probable**

"What do we want to achieve?"

*Outputs of the matching process (improvement of the employment situation)*

Young people/Students	Yes	Rather yes than no	Rather no than yes	No
Students become more confident approaching employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students become more confident in their own skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students know more about potential of employment in social services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students know more about potential of employment in the field of senior tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students got in contact with potential employers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students tested their own skills (e.g. communication with seniors) in real life situations and became more confident	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students feel attracted to social services sector or senior tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Employers: What would make them more likely to hire students?

Employers	Yes	Rather yes than no	Rather no than yes	No
Employers feel that young people/students have the qualities needed for being employed in social services or senior tourism	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers guide young people/students to further study in those two sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers identify gaps in learning system vis a vis the organization needs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers identify more about young people skills needs for the two sectors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers identify the main challenges to attract young people/students in social services and tourism services	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employers know more of how to organize internships to give young people an idea about the needed competences, skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

**Target values:***Young people / Students*

- ❖ What is the % of students that become more confident approaching employers,
- ❖ What is the % of students that become more confident in their own skills,
- ❖ What is the % of students that know more about potential of employment in social services and feel attracted by the field,
- ❖ What is the % of students that know more about potential of employment in social tourism and feel attracted by the field,

*Employers*

- ❖ % employers contribute to raise awareness to attract students,
- ❖ % employers contribute to optimize their business,
- ❖ % employers contribute to raise awareness about career opportunities in the social services and senior tourism,

- ❖ % employers that appreciate the suggestions for improvements in respect to the selection integration and maintenance of young staff,
- ❖ % employers satisfied with the outcomes of their participation in the initiative.