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Carneiro, Fernando Chau, Candida Soares, Jose Antonio Sousa Fialho -- 1. Youth and the Labour Market -- 2. Challenges and Solutions to Youth Employment. The Demand and Supply Sides (Overview) -- 3. The Aims of the Study -- 4. The Research Issues -- CHAPTER 2 SKILLS AND EDUCATION FOR YOUTH EMPLOYMENT IN SCOTLAND: A CRITICAL DISCUSSION / Tom Montgomery, Simone Baglioni -- 1. Introduction -- 2. Policy Context -- 3. Youth Employment Initiatives in Scotland -- 4. The Changing Nature of the Labour Market -- 5. Conclusions -- CHAPTER 3 THE METHODOLOGICAL APPROACH ADOPTED IN THE RESEARCH / Vanna Boffo, Francesca Torlone, Vanda Vieira -- 1. Introduction -- 2. The Glance at the Research Methodology -- 3. The Research Tools -- 4. The Sample Selected in the SALM Research -- 5. The Action Research and Pilot Project -- 6. Identifying Competence Requirements -- 7. Model Building and Toolkits -- 8. Pilot Testing, Validation and Awareness -- 9. Toolkit Guidelines and Quality of the Tools -- 10. Conclusions -- CHAPTER 4 THE DEMAND FOR COMPETENCES IN SOCIAL ECONOMY ORGANIZATIONS. ANALYSIS OF THE RESULTS OF THE STUDY PERFORMED IN MALTA, PORTUGAL, ROMANIA, SCOTLAND, SPAIN, AND TUSCANY / Francesca Torlone -- 1. Introduction -- 2. Social Economy Organizations -- 3. The Services offered -- 4. The Meeting of Supply and Demand for Skills -- CHAPTER 5 HOW TO SOLVE THE ISSUE ON MISMATCH BETWEEN DEMAND AND SUPPLY OF COMPETENCES. HIGHER EDUCATION OF EDUCATION AND TRAINING PROFESSIONALS IN THE SOCIAL ECONOMY / Paolo Federighi -- 1. Education Services in the Framework of the Social Economy -- 2. Education and Training Professionals in the Social Economy -- 3. Characteristics of Social Enterprises -- 4. Specific Characteristics of Education and Training Professionals in the Social Economy -- 5. Contradictory Trends -- 6. The Vocational Family of Education and Training Professionals -- 7. A Model for the Education and Training Professionals' Initial Training -- 8. The Limits of Continuing Training -- 9. Professionals for HR Growth and Development in Social Enterprises -- 10. Training Managers in the Social Economy -- 11. Conclusions. Evolution and Training of the Modern Social Enterprise Manager 2. Job Placement in Higher Education: the Case of the Area of Educational Sciences -- 3. Career Guidance, Employability and Higher Education -- 4. The EMAE Curriculum and Placement -- 5. The Results of the Survey in Tuscany -- 6. Transversal Capabilities, Soft Skills, Flexible Abilities in Educational Science Study Course -- 7. Conclusions. Embedded Employability and the Future of Higher Education -- CHAPTER 7 REFLEXIVITY AND TRANSPARENCY. INTERNAL EVALUATION AND QUALITY ASSURANCE IN DEVELOPMENT PROJECTS: A WAY TO ASSURE RELEVANCY AND THE UTILIZATION OF RESULTS / Alexander Krauss -- 1. Introduction -- 2. The Particularities of International Development Projects -- 3. General Characteristics of the Quality Assurance and Internal Evaluation Approach Used - Utilization Focused Developmental Evaluation -- 4. Reducing Complexity: Tools to Keep Development Projects on Track -- 5. Indicator System -- 6. Process Quality Survey System -- 7. Evaluating and Reporting Process, Outcomes and Impact -- 8. Conclusions -- REFERENCES -- WEB SOURCES -- LIST OF SOCIAL ECONOMIES ORGANIZATIONS SURVEYED - WEB SITES -- LIST OF AUTHORS AND CONTRIBUTORS -- EDITORIAL NOTES -- LIST OF FIGURES -- LIST OF TABLES.

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## Sommario/riassunto

In Europe the social economy employs almost 15 million workers. During the crisis years, unlike other sectors, it has often generated an increase in jobs. The aim of this comparative study is to investigate how to allow the supply and demand for young people to meet in the different types of social economy bodies. In particular, it concentrates

on the problem of how to bring into line initial university training and the skills required by these organizations. The focus is placed on the varied family of training workers present in at least 75% of the organizations, whose professionalism is nevertheless rarely acknowledged. The papers proposed in this book try to identify the most suitable solutions at the level of curriculum, career development and accompanying measures, while drawing solutions from objective findings and not from training system needs or convictions.

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