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YURA – Case Studies

isw Institute for Structural Policy and Economic Development gGmbH

Regions:

Burgenlandkreis(GER) – Süd-West-Steiermark(AT) – Provincia di Novara(I) – Ústecký kraj(CZ) – województwo dolnośląskie(PL) – Észak-Alföld(HU)

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Institut für Strukturpolitik und Wirtschaftsförderung gemeinnützige Gesellschaft mbH

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DSWU – Lower Silesian Talent Support System: Graszewicz, Maurycy; Lachowska, Karolina; Pielużek, Marcin; Czerniak, Bartłomiej (the here printed version is substantially shorter than the original study. For the complete study please get in contact with www.umwd.pl)

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1. About YURA

1.1 General project information

1.1.1 Background/History

Demographic change is relevant for all European countries. In many European regions, especially in the partner regions, the natural population reduction is facilitated by migration processes. In the Green Book "Confronting demographic change - a new solidarity between the generations"[1] the European Commission has stated that "today's children and young people will have to take over from larger numbers of individuals in the previous generations."[2]

Moreover especially in disadvantaged and rural regions or regions in a transformation process the problems of demographic change caused by migration are even higher. Already today, but in any case in the midterm, those regions are facing a shortage of the qualified labor force. The consequences for the social and territorial cohesion are immense, not only because of the connected weakening of the regional economic capacity and competitiveness of the companies.

Regions with a decreasing population will have problems in providing and financing public goods and services, including access to education, health care, maintenance of public buildings, transport and ICT[3] infrastructure, which are important to avoid social polarization and poverty (COM Working Paper Regions 2020). At the same time, the regions are characterized by domination of Small and Medium Sized Enterprises (SME) and handicraft. These SME have more problems to recruit employees compared to larger companies, which have a higher publicity and better financial and material resources for recruitment. This fact is connected to the several questions, that will be answered in the project:

- How can we improve the employment matching process between the demands of enterprises and supply of young people especially for SME and handicraft in order to develop early strategies to keep young employees in the region
- How do we have to develop social infrastructure to provide competitive working and living conditions for young families compared to economically better developed regions
- Which network structures have to be developed and extended to answer these needs and challenges?

Behind the background of these questions the project is focused on the priority 4 of the European Commission: "Enhancing Competitiveness and Attractiveness of Cities and Regions" and the area of intervention 4.2. "Addressing the Territorial Effects of Demographic and Social Change on Urban and Regional Development". The strengthening of competitiveness and the improvement of hard and soft location factors (with focus on parts of the social infrastructure) in a transversal strategy is a promising solution for regions especially faced with demographic and migration problems.

The project YURA wants to develop transnational transversal youth strategies to counteract the consequences of demographic change and brain-drain. The participating regions Burgenlandkreis (GER), South-West-Styria (AT), Usti Region (CZ), Province Novara (I), North Great Plain (HU) and Lower Silesia (PL) are all suffering from above-average migration of especially young and qualified people. The regions should contribute to counteract social and

[1] http://eur-lex.europa.eu/LexUriServ/site/en/com/2005/com2005_0094en01.pdf (28.12.2010).
[2] Green Paper - Confronting demographic change: a new solidarity between the generations. COM 2005/94 final. 16.03.2005. http://eur-lex.europa.eu/LexUriServ/site/en/com/2005/com2005_0094en01.pdf (28.12.2010).
[3] information and communications technologies

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spatial segregation and integrate the interest of relevant target groups (young people and young families) in the early planning phase.

The project YURA also wants to establish a structured dialogue at European level. The development of a joint new benchmarking system with specific indicators that better reflects the challenges of demographic change, should support the policy making. The partnership consists of different entities, which fulfill specific functions:

1. Regional and local authorities, such as ministry for regional development and transport, municipalities or regional development agencies

2. Research and Cluster Organisations

This composition of partnership allows an efficient division of work and ensures a good implementation of project activities. Transnational cooperation is vital for the achievement of the expected results due to the complexity and transnational dimension of the demographic change in Central Europe.

The project idea has been developed by the Lead Partner the Ministry of Regional Development and Transport in the framework of the "European Network of Regions in Demographic Change", which represents the interest of 52 regions from 20 countries. The network has identified topics of joint interest with relation to demographic change and proposed to establish a deeper transnational cooperation. It also wants to develop joint solutions at European level in discussion with the European Commission and the Member States. Especially rural regions in the new member states (Poland, Czech Republic and Hungary) and East Germany are facing the problems of migration and brain drain of young and qualified people. They want to establish a deeper cooperation jointly for the development of solutions. The availability of qualified employees will be a key factor for the regional development and influences the competitiveness of a region and their local businesses.

In the involved regions the demographic and social impact of an increasingly aging population is worsened by strong migration and brain drain of young people which causes low birth rates. The shortage of qualified labor is already visible today in the participating regions of Saxony-Anhalt (GER), Styria (AT), North Great Plains (HU). Usti (CZ), Novara (I) and Lower Silesia (PL). In competition with the economic centers for qualified employees, the regions with migration problems have to develop strategies to offer a favorable framework of conditions for living and working of young people. This framework is set up to convince them to stay or to come back in their home region. The joint exchange of experiences about existing best-practices to counteract the forecasted labor shortage as well as the development of general transferable strategies and models creates synergy effects between the participating regions. In the regions Saxony-Anhalt, Styria, Lower Silesia and North Great Plain general migration problems to other economical advantageous regions are the major challenge. The regions Usti and Novara are facing strong competition with the economic centers of Prague and Milan. In order to develop solutions to the above mentioned problems it is necessary to bring relevant stakeholders from the partner countries together in order to initiate a transnational cooperation process. A particular priority for the future availability of qualified labor is the connection between school and industry. Schools and companies but also regional development institutions are especially challenged in disadvantaged regions in order to prepare practical preparation for the starting of professional careers and the presentation of the region as attractive and competitive working and living location. Especially the experiences with the support of companies for talented pupils and students from Styria, Novara, Usti and Lower Silesia will be used for the development of the joint strategy. The cooperation between the relevant schools, educational- and science institutions as well as companies and regional employment agencies will be a precondition for this process. The integration of important decision makers from the industry should strengthen the social dialogue within and between the regions. The corporate citizenship in the framework of the European Alliance for CSR (Corporate Social Responsibility) contributes the

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competitiveness and attractiveness of the region and counteracts the brain drain of young people. The European Commission has defined CSR as a concept that offers a framework for companies to integrate social and environmental matters in their corporate activities and relations to other stakeholders on a voluntary base. The safeguarding and adaptation of social infrastructure will contribute to more attractive regions and a higher quality of life for the people. First models in Saxony-Anhalt and Usti should be used and further developed for the transnational cooperation. Especially the experiences for the local consensus building process, which integrates representatives and decision makers from administration, politics, industry and society, should be used for the transnational strategy development in order to create a suitable network structure for the implementation of project measures. Finally the development of the joint strategy and action plan is an undertaking that can be implemented only by partners from the relevant countries in order to agree on future priorities for infrastructure planning.

1.1.2 Objectives

The project YURA contains of three general objectives:

1. Support of a sustainable development in rural regions with problems of demographic and social change.
2. Strengthening and improvement of a structural approach for the joint development and implementation of cross policy actions.
3. Improvement of capabilities in the regional development to react effectively on changing framework conditions of demographic change.

The YURA project contributes to the "Central Europe" objectives of priority 4 "Enhancing competitiveness and attractiveness of cities and regions". Therefore the following project specific objectives are described as:

1. Reduction of the negative impact of demographic and social changes in rural regions by the development and implementation of transnational strategies to improve attractiveness and competitiveness of rural regions in comparison to urban centers.
2. Improvement in the quality of life by adaptation and improvement of social infrastructure[4]. The development of joint and generally transferable methods should create framework conditions which promote the active participation of young people as well as the corporate citizenship and civil participation. The higher identification with the region should counteract migration tendencies. The active participation of young people in the decision making process is in line with the recommendations of the EC[5].
3. Improvement of human capital and social integration. The joint development and implementation of generally transferable models and the long term cooperation between schools, enterprises and regional development institutions ensures the availability of young employees.
4. Initiation of a transnational knowledge transfer between the project partners and the "European Network of Regions in Demographic Change". Also the establishment of a structured dialogue at EU level should improve demographic analysis to shape regional policies. The development of a joint new benchmarking system, with specific indicators that better reflects the challenges of demographic change, should support the policy making process. Furthermore the system will be recommended and made available as applicable tool to other decision makers in the European mainstreaming process.
5. The reduction of negative impacts on demographic and social change in regions with migration problems in Central Europe[6].

[4] e.g. access to education and culture, mobility and transport, leisure opportunities, living conditions, etc.
[5] cf. Promoting young people's full participation in education, employment and society. COM (2007) 498 final. 05.09.2007. http://eur-lex.europa.eu/LexUriServ/site/en/com/2007/com2007_0498en01.pdf (28.12.2010).
[6] e.g. ageing workforce, decreasing birth rate

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1.1.3 Results

The major objective of the project is to jointly develop innovative strategies to counteract migration of young people as well as to ensure the provision of favorable social infrastructure. This will be done in close cooperation between all partners for the implementation of project activities. Transnational cooperation is vital for the achievement of the expected results due to the complexity and transnational dimension of the demographic change in Central Europe.

The first year of the YURA project will be characterized by an analysis of the current situation and the identification of needs as well as the naming of best practices. On the basis of the analysis a new indicator system will be developed for a benchmarking of demographic changes between the regions. The results of the analysis and benchmarking will be used for the development of pilot actions as well as the strategy development. Four pilot actions will be implemented to test solutions to actively deal with the demographic change. The results of the pilot actions will be transferred into the joint action plan which will be used for the regional, transnational and European Mainstreaming process. Finally it will be focused on the strategy development and the mainstreaming of project result. The final results of the YURA project will be a transnational youth strategy that counteracts the consequences of the demographic change and the brain-drain.

1.1.4 General project details

The project wants to contribute to territorial cohesion and a balanced and sustainable territorial development in regions with strong migration problems. The transnational cooperation and networking of the participating regions will establish a platform not only for joint discussions of solutions on demographic matters but also for the development and implementation of concrete projects respecting the particular regional framework conditions. All partner regions have big problems with migration of especially young and qualified people. A second project objective is the promotion of internal integration by providing adopted economic and social infrastructure to bound young people as soon as possible to the region and to attract leavers back. The project will promote internal integration in Central Europe in several ways. This will happen by transnational strategy development and other project activities such as the transnational indicator system for the benchmarking of regions in demographic dimensions as well as the joint development of recommendations for the development of specifically adapted social infrastructure. The integrated youth strategy will enable especially rural and disadvantaged regions to improve economic development and strengthen their competitiveness. This is taking into account that investments in education and qualification for young people is of special importance for the improvement of productivity and the strengthening of competitiveness. The feedback to the development of regional potentials and their connections with a growing globalised world will be supported by the transnational project and the relevant target group.

For the development of joint transnational tools and pilot actions and their regional modification a participatory approach will be chosen. It is foreseen that enterprises, education entities, schools and young people will agree on joint priorities and content for additional school and non-school learning locations by using and adopting existing social infrastructure or other suitable locations (e.g. directly in the companies). This will at the same time strengthen the own initiative as well as facilitate cooperation and networking in the framework of participatory bottom up approaches. The ensuring of sustainability and transferability of transnational pilot actions will bound young people in an early stage to the region in view of accepting their region as living and working location.

The growing competition among young and qualified people in a globalised economy stresses the necessity to use all education potentials (school and non school) to raise the attractiveness of the region in order to reduce migration.

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1.2 Participating regions

Participating regions in the YURA-project are Burgenlandkreis (GER), South-West-Styria (AT), Usti Region (CZ), Province Novara (I), North Great Plain (HU) and Lower Silesia (PL). All regions have different conditions. There are regions with migration issues, regions in close proximity to economically prosperous regions, and regions in rural areas. But all have the problem of an aging population and an immediate threat, the lack of skilled workers together.

In the following participating regions are briefly described.

Burgenlandkreis

The county Burgenland is situated in the south of Saxony-Anhalt. The economic structure is dominated by an agrarian-industrial complex (agriculture, manufacture of food products and beverage, renewable resources, wine-growing) as well as brown coal mining. The county of Burgenland provides economical potentials in many different branches and ways, which should be developed furthermore. Particularly in the manufacturing sector a number of new settlements have been realized and with them the economic output increased considerably. Due to the good traffic infrastructure, well developed industrial sites and a business friendly climate the region is well prepared for further economic growth.

South-West-Styria

The region South-West-Styria is located in south-eastern Austria at the south-western edge of Styria. The region is confined by the province of Carinthia in the West, by the neighbouring country Slovenia in the South and by the city region of Graz in the north-west. The local economy is characterised in general by an above-average of the primary and secondary sector, but this circumstance is in change considerably during recent years, towards a more service-oriented economy. The economic structure of the district of Voitsberg is traditionally dominated by its industrial and mining tradition. Although the district is changing gradually towards a less industrial-oriented economy, Voitsberg (and the surrounding region) is still a leading industrial location in Styria. All three districts of South-West-Styria have in common, that most employees of the secondary sector, work in the branches construction or automotive industry.

Usti Region

The Usti Region is located in the north-west of the Czech Republic. The highly urbanized territory is characterised by its polycentric settlement structure. Approximately 81 % of the local population lives in cities. The economic centres are Decin, Most, Teplice and Usti nad Labem with more than 50.000 inhabitants each. The economic structure of the Usti Region is dominated by the secondary and tertiary sector. Specific to the region is a high number of companies focused on heavy industry, especially mining and power engineering as well as the traditionally smaller amount of agricultural productivity in comparison to the entire Czech Republic.

Province Novara

Novara is a province in the Piedmont region of Italy. Its capital is the city of Novara. The region has an area of 1,339 km^2, and a total population of 365.156 (2008). Novara lays in a strategic position between Milan and Turin. Rice is grown in the southern part of the province, with an extensive irrigation network and a large amount of canals. The north is characterized by a hilly landscape with vineyards and forests. In comparison to the average Italian income level, the level of income per person in the Novara region is a medium high one. A high density of manufacturing activities, with a strong focus on exports in the fields of engineering and chemical industries can be observed.

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North Great Plain

The region is located in the east of Hungary and is bordered by Romania and Ukraine from the east, by the River Tisza from the north and by Hungarian counties from the south. The Észak-Alföld Region appears as a more and more important actor on the research and development map of the European Union. It has a remarkable R&D network, which promotes the intensive development of innovation-controlled technologies in the region such as life-sciences, which has great tradition in the region, the agrarian, medical and information technological innovations in the field of genomics, nanotechnology and molecular biology. The overall concept of the region is to have more R&D programs in the local area, which could lead to a breaktrough in the high valuated sectors of the world-market, hereby raising the number of SMEs and providing sustainable development of existing SMEs.

Lower Silesia

The region is strategic located close to the Czech Republic and Germany at the junction of the East-West and the North-South trade routes which are still the key traffic arteries of Europe. The Lower Silesia region is one of the most dynamically developing regions in Poland. The uniqueness and variety of the landscape puts the region among the most attractive tourist destination in Poland. Another regional strength is the richness of natural resources, including energy resources, ores and chemical resources. With the intensive exploitations some environmental damages took place, particular in the areas of Walbrzych and the coalfield of Legnicko-Glogowski. Lower Silesia is also an important R&D and cultural center with numerous scientific and academic institutions.

1.3 General knowledge about the case studies

Under the framework of a joint exchange of experience the partner regions had been worked out 9 case studies. Every case study is showing more or less different innovative approaches for "how to handle" the processes of demographic change and ways how to compensate the development in each. The regional case studies describe the project contents, approaches and characteristics of the realization as well as the results of each best practice example. It was furthermore the task of the partner regions to evaluate the described pilot-projects in regards to their sustainability and transferability to other regions and to give advices for regional specific characteristics. The case studies are giving an overview over the used funds of the presented projects and in addition to this a SWOT analysis for the guarantee of a optimized development and transferability of the best practice examples on a transnational level. The shown best practice examples and case studies are the base for the implementations of the pilot actions in work package 4. That is the reason, why the regional case studies form the starting point for the initialization of the transnational exchange of experiences and the support of the complementary learning process in the partner regions. The main focus of all case studies is the demographic change and its impact on the regions and in parts the assurance of a qualified labor force. Those in the framework of the case studies mentioned best practice examples are based on the principle of the implementation of regional network structures to secure the task identity of the projects. By including as many and different actors as possible the sustainability and transferability of each approach will be increased, on the other hand, the regional cohesion is fostered. The project specific orientation of YURA is also reflected in the main objectives of the regional case studies.

Which are the following:

- to stop migration
- to counteract the demographic change
- improvement of the job orientation and job information in the regions
- improvement of the hard and soft skills of graduates
- adjustment of the social infrastructure

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The regional approaches and project ideas should be combined and developed to transnational pilot actions. The pilot actions to be developed in work package 4 are:

- Learning Partnerships
- Business Academy
- Future Laboratory
- Research Center for Pupils

2. Summary

Intention of the considered regional best practice examples are, to actively counteract the trends of demographic change. In the framework of work package 3 it was the duty of all partner regions, to identify corresponding best practice examples from the regions, to describe them in regional case studies and to evaluate aspects concerning the sustainability of these project approaches. Moreover, information about financial aspects of each example should be given. But the main interest was focused on aspects concerning the transferability of the regional best practice examples to the YURA partner regions. Through the reflection and evaluation of the regional case studies, the obtained conclusions for "how to deal" with demographic processes should then be used, to develop and implement the four pilot actions in work package 4. Therefore, it will be highly important, bringing together the in particular different approaches as well as to identify synergies and to implement them in profitable way. In this way, transnational knowledge and learning processes will be supported and sustained. The elaboration of regional case studies and the implementation of 4 pilot actions shall point out expertise and strategies for dealing with demographic processes in rural regions of Central Europe. These expertise and strategies will form the basis for the development of he joint action plan for dealing with demographic processes in Europe.

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3. Presentation of best practice case studies from the partner regions

3.1 Burgenlandkreis

A deep decline and aging of population in the county can be observed. Especially the dramatic decline in the birth rate after 1990 now manifests itself in the small number of young people, just that category of persons, needed for further economic growth. This natural development of population is increased by the huge emigration in the county of Burgenland. Especially young women, and with them potential mothers-to-be, emigrate out of the county.

Heavy radical demographic changes, the undiminished migration from the region and the imminent skilled worker shortage lead to the necessity to continue and to improve strategic solution trials for a youth oriented employment policy.
The most important emphasis of this task will be to create such economic, social and infrastructural framework conditions that young people are motivated "to stay" in or return to the region.

One step to solve the recognized problems of the labour market (the imminent skilled worker shortage as well as the labour force availability as key factor for regional development within the coming years), the youth strategy "Living –Learning – Apprenticeship in the county Burgenland" was developed. The youth strategy was implemented by concrete activities consistently and sustainably. It is set up adequately flexible at the same time to be able to react fast to changing requirements. Cooperation between school and economy were improved purposefully to retain qualified employees to a stronger extent. The commitment of the enterprises has been supported by four cooperating networks. (metal - electric, healthcare, logistics and food)

The interaction between schools and enterprises, administration and economy is orientated within the following emphases:

- **professional orientation**
- **securing of the new generation of specialists and executives**
- **regional networking**

Interacting partners in the region are the Federal Employment Office, the Local Administration Burgenlandkreis, the Economic Development Corporation Burgenlandkreis[7], IHK Halle-Dessau[8], HWK Halle-Dessau[9] as well as several associations, alliances, companies and schools.

The results of the regional SWOT-analysis define the consequences, that an interplay of hard and soft location factors, along with all involved regional protagonists, is required for a uniform youth strategy. It is preferred to establish long-term cooperation between schools, enterprises and vocational institutions as well as to involve problem-groups stronger. Furthermore, the dual system needs to be evolved and increasingly integrated into lifelong learning. Intense orientation towards branch-related associations under stronger consideration of local protagonists and entrepreneurs. Moreover, an active participation of the most affected target groups (pupils, teenagers/apprentices, students) is focused. The youth strategy needs to be emphasized by concrete, measurable actions as well as measures and specific public relations.

[7] dt. „Wirtschaftsförderungsgesellschaft des Burgenlandkreises"
[8] engl. "Chamber of Industry and Commerce" Halle-Dessau
[9] engl. "Chamber of Crafts" Halle-Dessau

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3.1.1 Case Study "Berufsinformationsmesse – BIM" (Career-Information-Fair)

Name of Initiative:	**Berufsinformations-messe - BIM(Career-Information-Fair)**
Country /Area:	**Burgenlandkreis**
Name of the Partner Organisation	Kreisverwaltung Burgenlandkreis (local government Burgenlandkreis)
Contact Person: Phone: Email: Address:	Jörg Perrmann (Head Office of Economics) +49 3445 73 16 93 Permann.joerg@blk.de Wirtschaftsamt Schönburger Str. 41 06618 Naumburg Germany
Support Agencies:	• Association for the Education of the Youth • Federal Employment Office Merseburg • Economic Development Corporation Burgenlandkreis • Alliance for Innovation, Business and Labour Burgenlandkreis • Chamber of Industry and Commerce Halle-Dessau • Chamber of Crafts Halle-Dessau • Vocational School Zeitz • Company networks
Type of Organisation	Local administration
Field of activity (and sub-topic of the initiative)	• Job Creation and training initiatives (educational and training programmes) • Service of general interest (education)

A. Overview of the initiative:

The career information fair is an annual, centrally organized offer of the district administration for vocational orientation of pupils. The fair is arranged by the district administration and numerous companies from the region. The 1st fair was held in 1998. Reasons had been the high rate of youth unemployment in the district and in association the migration of mostly young people towards the western areas of Germany. Already at that time, statistical projections proved a future lack of qualified workers if the high rate of migration couldn't be stopped. Today – 2011 – the career information fair is established as an central event at which every school from the county is participating. 950 pupils are visiting the fair in average.

B. Description whether the initiative is part of a more general action programme or strategy

Berufsinformationsmesse (Career Information Fair) – BIM

Duration: annual event for all general secondary schools of the region Burgenlandkreis since 1998

The Career Information Fair - BIM is a perpetuated offer for vocational orientation of pupils. This is an offer of the district administration of the Burgenlandkreis, in cooperation with the Federal Employment Office, economic chambers and companies in the region. BIM is a part of the regional youth strategy of the region.[10]

[10] cf. http://www.burgenlandkreis.de/media/ hauptnavi/wirtschaft/pdf/jugendstrategie.pdf

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The formulated aims in the youth strategy "Living – Learning – Apprenticeship in the County Burgenland" as well as the programs and projects shall point out perspectives for living, apprenticeship and employment in the region. This includes strategies for the adaption of operational processes to the need of the backup of the up-and-coming (by investments in the human resources) as well as to provide equal job opportunities.

The exhibition objective is to provide a broad range of information on vocational training opportunities for young people in the region. The target group, especially students attending 8th and 9th grade in secondary and special schools as well as high school students of the 10th and 11th grade, should receive help and assistance for their future career choice.

By using a descriptive presentation of the companies and their associated occupations, young people will gain a deep insight view on training opportunities in the region. Furthermore the pupils will also get information about job characteristics and practical requirements.

Budget: approx. 6.000,-€, thereof approx. 4.000,-€ travel expenses for students (public transit bus), 2.000,-€ other operating expenses (advertising, postage, telephone, rent, technical infrastructure etc.)

C. Full description of the initiative

C.1 Situation before project launch

The undiminished persistence of high youth unemployment of 11,5% and the associated very high migration of young people from the region towards Former West Germany before the project started in 1998 with regard to initial effects of an impending shortage of technical and management. Even before the project started in 1998, first signs of an impending skilled worker and executive shortage had been identified, caused by the undiminished persistent high youth unemployment and the associated very high migration of young people from Burgenlandkreis towards the Former West German regions. This resulted in the need, to develop and expand strategic solutions for a youth-oriented employment policy. The most important emphasis of this task was to create such economic, social and infrastructural framework conditions that young people are motivated "to stay in" or return to the region. Early binding of the young skilled workers to the region was one of the most important aspects in order to slow the segregation process. One aspect was, to forge close links between young skilled workers and the region. Furthermore, it was mandatory to inform about the requirements of revised job descriptions through the companies in time - even during the current school education process. With this background, under leadership by the local authorities and in cooperation with regional companies the idea was developed, to provide a central information service for vocational training of pupils from Burgenlandkreis.

C.2 List of key dates

- High youth unemployment of 11,5% in the region
- High migration of young, mostly well-qualified professionals
- High migration of young, mostly well-skilled women
- Establishment of growth industries (energy, chemistry, metal, food, logistics) associated with creation of apprenticeships for young people
- Establishment of a central information service for pupils from the region, to connect with the local economy, companies and apprenticeship training positions

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C.3 Procedure for setting priorities, objectives, measures to be implemented and results and outcomes

The aim of the first Career Information Fair "BIM" was, to mediate students from 9th and 10th grade from the region Zeitz (Burgenlandkreis) direct contacts to companies as well as to indicate apprenticeship reserves. In particular, the regional "Handwerkskammer" (Chamber of Crafts) offered over 30 apprenticeships, that were not yet occupied. With the background of the economic change in the region, accompanied with a high unemployment, this project was initiated by responsible decision makers from the local administration and economy from the Burgenlandkreis, to indicate potential regional apprenticeships at an early stage. With the beginning of the Career Information Fair "BIM", the objectives were focused, on lowering youth unemployment and to occupy available apprenticeships in selected industries (mainly in trade). Today the fair is mainly used for specific employee recruiting. With regard to the impact of demographic change and the resulting threat of skilled worker shortages, the companies of the growth industries (energy, chemistry, metal, food, logistics) present themselves in particular at the fair. Under the topic: "This is your region. That's all there with us. You are needed." - Today the fair is conducted to enable companies to address potential apprentice directly, to promote the region and the enterprise.

C.4 Implementation process and description of measures and actions

- In July 1997, the 1st Career Information Fair "BIM" was realized by the local government at the 3rd Secondary School of Zeitz. 15 regional enterprises as well as local chambers (IHK, HWK) attended the first "BIM".
- However, the response from students was rather subdued. In general, this fair was only visited by pupils of the region Zeitz. Pupils from other parts of the Burgenlandkreis, didn't accept this offer.
- By accompanying press, the offer became well-known among the pupils as well as schools and entrepreneurs, district-wide. As a result, the 2nd annual Career Information Fair, at the dealership "Hövel" in Zeitz, could be realized with about 40 regional companies.
- For the first time, the "career counseling" of the Federal Employment Office Merseburg, the IHK Halle-Dessau, the HWK Halle-Dessau plus the AOK Saxony-Anhalt South (health insurance fund), participated. From that year, the "BIM" was the "one" job information fair for the entire Burgenlandkreis. In the first years, the offers were mainly focused at 8th and 9th grade pupils of secondary schools.
- Since 2005, the Career Information Fair took place at the vocational school Zeitz. The range of participating enterprises and institutions increased significantly. Amongst others, the guilds: plumbing, heating and air conditioning, automotive, roofing and wood-industry presented theirself. Furthermore, the fair was opened for high school pupils and pupils from special schools (learning disabled) by corresponding offers. On average 900 pupils from Burgenlandkreis attended the Career Information Fair every year. With the change of venue, the pupils could also gain an inside view of a vocational school.
- With the 8th Career Information Fair "BIM 2005" the event was performed on two days (Friday and Saturday). The first day (Friday) was offered as "Projekt Day on career guidance" to the schools. On Saturday it was possible for the young people, to attend the fair with their parents together. At the same time on Saturday, the "open day" of the vocational school Zeitz was realised.
- In preparation for the 10th annual Career Information Fair a seminar with all responsible teachers of high-schools, secondary schools and special schools of the Burgenlandkreis was held. The aim was, to inform and discuss about objectives and the implementation of the 10th Career Information Fair.
- To bring up the needed requirements and conditions to start a university study, the 10th "BIM" was prepared with special forums for high-school pupils. In addition, all schools received specific information about the fair in advance. Such as information sheets, exhibitor lists and maps, to prepare the students intensively for the fair.

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- The 10th "BIM" was realized with 59 exhibitors from industry and trade as well as public institutions, universities and educational institutes.
- In 2010, 76 companies and institutions as well as over 900 pupils participated at the 13th annual Career Information Fair. Besides the already mentioned services from previous years, the year 2010 offered a job coaching with company representatives, which was well-accepted by numerous pupils. Several forums from the Colleges Merseburg and Anhalt, the Technical University of Freiberg, the University of Jena, the University of Cooperative Education Gera and the Police Academy Aschersleben were offered to the high school pupils. In addition to general study information, the pupils got knowledge about needed requirements to attend university.
- On 25th February 2011 the 14th "BIM - Fair for apprenticeship and study in the Burgenlandkreis" will take place. A novelty will be the connection of the "career and study information day" with the "open day" of the vocational school Zeitz. Furthermore the BIM will be realised after the winter holidays, so that it will be possible to apply directly to available offers from participating companies. In addition to the forums on student counseling for high school pupils, information for special school pupils, factory-viewing, there will be again a job coaching with company representatives, including tips from training managers as well as an outfit consulting for job interviews.

Responsible for the organization, preparation, execution and follow-up is the office of economy of the local government from Burgenlandkreis. The employees will be supported (staff and content) by the vocational school Zeitz (in particular in the context of implementation) and the association "Verein zur Förderung der Ausbildung Jugendlicher im Burgenlandkreis e.V. (within preparation). Furthermore, it has proven itself, to inform teachers in charge in a previous seminar (services, exhibitors, schedule, school transport etc.) Further support is given to the Federal Employment Office (financial and human resources), which is a very active and content design partner for several years. With establishing of the Alliance for Innovation, Business and Labour in Burgenlandkreis in 2005, the participation of companies has grown steadily. In particular, the large corporate networks like metal - electric, healthcare, logistics and food sectors presented their companies with joint stands (in total they represent about 120 regional companies).

C.5 Prior to the Career Information Fair the following tasks need to be done:

- Contact companies; getting feedback; query about equipment exhibition stand
- Contact institutions, associations, universities; getting feedback; query about equipment exhibition stand
- Query needs of the schools (number of pupils, grade levels)
- Coordination with the transport company (school transport, staggered arrival and departure of buses to regulate the flow of visitors)
- Prepare maps and list of exhibitors (on basis of the company feedbacks)
- preparation and implementation of teacher training in advance of the BIM; information about the company (company profile, vocational trainings, requirements (degrees)
- Detailed consultation with the vocational school (develop information system for the individual student groups, student pilots (each class gets one pupil from the vocational school as a guide for the exhibition), inform about technology and equipment, etc.)
- PR (press release, organize press conference)

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C.6 Resources mobilised

Staff:

- 2 employees from the local authority Burgenlandkreis (Office of Economy) with each 100 hours for preparation, implementation and follow-up of the exhibition
- 5 employees with each 40 hours from the vocational school Zeitz (preparation and implementation)
- 10 pupils from vocational school as guides on exhibition day
- 4 additional employees of the Office of Economy Burgenlandkreis on exhibition day

Material:

- approx. 6.000,-€ for school transport, advertising, technical surroundings, rent etc.)

C.7 Participating organisations and institutions

- Association "Verein zur Förderung der Ausbildung Jugendlicher e.V."
- Federal Employment Office Merseburg (also financial contribution, approx. 2.000,-€/per year)
- Wirtschaftsförderungsgesellschaft Burgenlandkreis (Economic Development Corporation)
- Company-networks
- Chambers (IHK/HWK) etc.

C.8 Outcomes

The Career Information Fair "BIM" has now become an integral part of vocational orientation of pupils in the district. By the experienced and professional preparation, the fair was always extending and expanding in recent years. The fair has also become an integral part of the curriculum of all public schools in the Burgenlandkreis. Over the past 2 years it was noticed that more and more companies used the offer, to present and advertise themselves as a potential employer. This effect is largely caused due to the impact of demographic change and the associated rapid decline of young skilled workers.

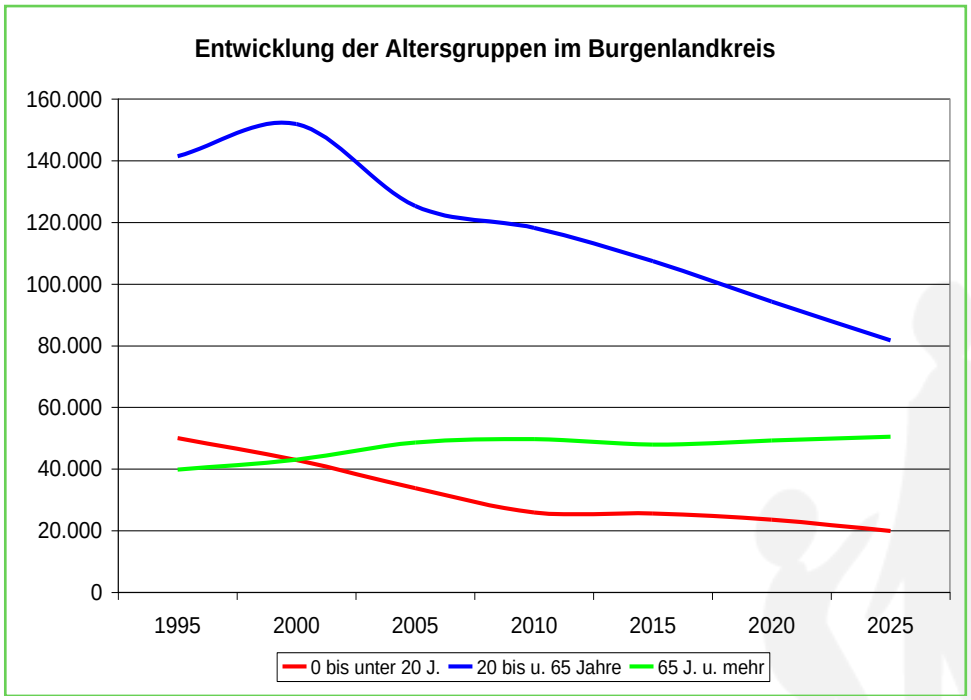

Figure 1: Development of age groups in Burgenlandkreis

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C.9 Sustainability

The project Career Information Fair is both content and financially sustainable. For the preparation and implementation of both, the district and the Federal Employment Office supplied the necessary financial resources from the budget. Moreover, the scope of duties (accompanying measures to stabilize the training situation in the Burgenlandkreis) has been implemented in the job description of employees of the local authority Burgenlandkreis.

C.10 Lessons learnt

- Preparation and organization is the responsibility of the council, appropriate manpower will be used for that. The staff have years of experience, therefore, is an experienced and professional approach ensured.
- Active cooperation with the Employment Agency and vocational schools were more conducive to the implementation of the fair.
- The preparation of seminars with the teachers in the last 3 years, have significantly contributed to motivate the pupils as well as open-up their minds
- The special offers to high school pupils and special school pupils have been very well accepted

C.11 Transferability

In consideration of this experience, such an Career Information Fair could be set up in each region. It is important that the regional decision-makers agree to provide a centralized career information fair in advance. Appropriate financial, material and human resources must be provided annually for the preparation, implementation and follow-up of the event (6,000 €). Furthermore, the venue and school transport should be clear. The cooperation with schools to accommodate the needs, suggestions and requests and to implement these to the fair is vital important. In this case, the preparation seminars with teachers proved very well (6 - 8 weeks before, when the bulk of the companies has signed up). Another important aspect is a lot of publicity - and public relations to especially address pupils and their parents.

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D. Budget

Total Budget of "Berufsinformationsmesse-BIM"	**€ 6.000 p.a.**
operating expense	€ 2.000 - advertising, postage, telephone, rent, technical infrastructure etc.
travel expense for students	€ 4.000 - public transit bus
human resources	- 2 employees from the local authority Burgenlandkreis (Office of Economy); 100 hours each for preparation, implementation of the event - additional staff by the vocational school Zeitz (4x40 hours for preparation, implementation

E. SWOT-Analysis

STRENGTHS	**WEAKNESSES**
• centrally-organized event of the local administration Burgenlandkreis for all secondary schools in the district area • Regional overview of companies in the region, for apprenticeships and internships • pupils get in direct contact with companies • direct information about apprenticeships, requirements and necessary skills • direct information about study courses on selected universities in Central Germany • Complex information day by the employment agency (vocational counseling) • Complex information day at the vocational school Zeitz with all training workshops (venue)	• Motivation of teachers with regard to a specific preparation of pupils at the Career Information Fai • Motivating students to use the information services at the fair (yet to be hesitant and restrained, sometimes bored)

OPPORTUNITIES	**THREATS**
<u>companies:</u> • advertisement for the company as well as the apprenticeships • tool to improve school-economy cooperation • contribution to improve the practical relevance in the classroom • early assurance of skilled workers • getting to know potential trainees <u>teachers/pupils:</u> • Improve information about companies in the region and possible occupations • Increasing the practicality in the classroom • Improvement of occupational orientation	• optimizing the flow of visitors (to avoid rush hours) • exhibition schedule needed to be up to date

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3.1.2 Case Study "Praktikumsbörse-BLK" (internship exchange platform)

Name of Initiative:	**"Praktikumsbörse-BLK" (internship exchange platform)**
Country/Area:	Burgenlandkreis
Name of the Partner Organisation	Verein zur Förderung der Ausbildung Jugendlicher im Burgenlandkreis e.V. (Association for the Education of the Youth)
Contact Person: Phone: Email: Address:	Heinz Junge (Head of association) +49 3441 684 616 heinz.junge@mibrag.de Alte Werkstraße 1 06712 Zeitz/Germany
Support Institution:	• Local Government Burgenlandkreis • Office of Economics • Alliance for Innovation, Business and Labour Burgenlandkreis • Employment Initiative "Pakt für Arbeit Zeitz"
Type of Organisation	Association
Field of activity (and sub-topic of the initiative)	• job creation and training initiatives (educational programmes) • service of general interest (education)

A. Overview of the initiative:

The internship exchange platform www.praktika-blk.de is an web-based offer for pupils and the youth for job orientation. The exchange platform enlists numerous regional companies which offer internships and apprenticeships. At the time over 300 companies are listed. The project executing organization bears the annual costs and organizes the actuality of the offers.

B. Description whether the initiative is part of a more general action programme or strategy

Praktikumsbörse-BLK (internship exchange platform)

Duration: ongoing since 2004

The internship exchange platform ("Praktikumsbörse) is an ongoing offer of the region, and the involved companies of the „Burgenlandkreis" for the job orientation of the youngsters and students. It is a part of the regional youth strategy "Leben, Lernen, Ausbilden in der Region Burgenlandkreis"[11].

Those in the youth strategy mentioned targets, programs and projects are used to show perspectives to the youth in the fields of living, education and work. The base of the youth strategy is the overall concept of the "Burgenlandkreis". The realizing institution is the "Alliance for innovation, economy and work" that is composed of local representatives of the economy, politics, administration and research.

[11]cf.: http://www.burgenlandkreis.de/media/hauptnavi/wirtschaft/pdf/jugendstrategie.pdf

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General objectives of the youth strategy are:

1st Improvisation of the early occupational orientation and preparation of the youth:

- Improvement of the collaboration between schools, vocational schools, economy, job centers, representatives of the parenthood and parents themselves.
- Acquirement of practical work experience , development and fixation of basic knowledge.
- Lowering the dropout rate of apprenticeships.

2nd Protection and improvement of the in-firm-education.

- The protection of young skilled workers and fresh blood for the management as an investment in the economic core areas of the region for the future (energy, environment, food industry, chemical industry, engineering, logistics, health, farming, trade, tourism and service-industries).
- Emigration-stop of the skilled workforce by early connections to local companies.
- Future-oriented economic and employment policy.

3rd Bundling of different initiatives, projects and arrangements.

- The creation of future oriented school structures, support for integrative approaches between different types of schools.
- Creation of an job and family friendly environment with allocation of recreation, public transport and other public services, readjustment of infrastructure and the promotion of PPP-models.

The project "Praktikumsbörse" is part of the strategic objective improvement for the job-orientation.

C. Full description of the initiative

C.1 Situation before project launch

The "Burgenlandkreis" is still facing the challenges of the demographic factors like a falling birth-rate, a higher expectation of lifetime, emigration of the youth and in conclusion a decline of population. The population is 49803 persons less than it was 19 years ago (19,8%). The predicted population will be reduced by nearly 50.000 person for the next 17 years.

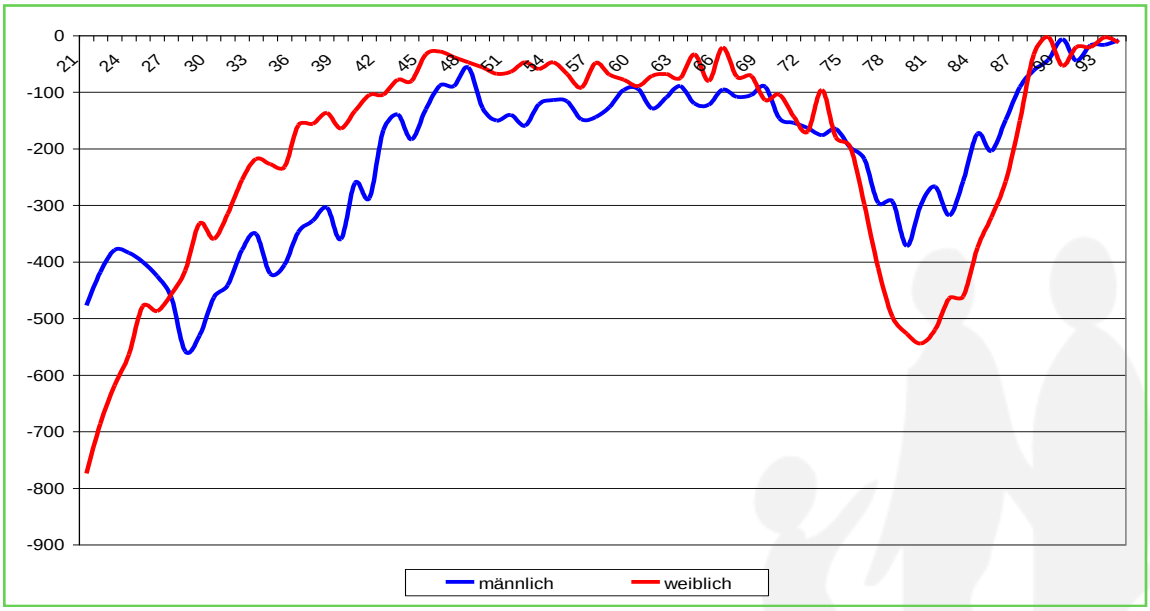

Figure 2: Inhabitant forecast Burgenlandkreis. Source: County administration Burgenlandkreis, 2009. (blue = male; red = female)

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This unfavourable forecast will be boosted by an ageing of the population. The population of 20.100 persons is nowadays facing the future problem that 1 out of 4 persons is older than 65 years and only 1 out of 6 is younger than 25. The high willingness-rate for emigration in the age-group of the 18-year to 30-year olds and especially those with A-levels and young women will have a huge impact in the regions recreation of a young skilled workforce. This leads to the need for a design of strategic objectives to stop the emigration of the young skilled workforce.

The initial point for the "Praktikumsbörse" was the supra-regional project called "MIA – Mitteldeutsche Industrieregion im Aufbruch – Lernende Region Sachsen-Anhalt"
The project was selected for the federal program „Lernende Regionen" and assisted by the Federal Ministry of Research and Education Germany. The main focus was to help students to develop their skills and competences. Internships were organized in addition to several other activities. A database was implemented for the coordination and control of the internships with the relevant data of the involved companies.

This database was developed further to an online database as a part of the ESF-Art. 6 Project "L.I.S.A. BLK" in the Burgenland-district. The project "L.I.S.A.BLK" (2003 – 2005) was a strategic project for the design and implementation of innovative approaches in the fields of economic and employment development in the Burgenland-district. Out of this project emerged the overall-concept of the Burgenland-district and the alliance for innovation, economy and work witch bundles all programs, initiatives, arrangements and projects (including the "Praktikumsbörse") for the development of economy and deployment.

C.2 List of key dates

- demographic change – lack of qualified employees
- high youth unemployment
- a wide range of arrangements and instruments for the job-orientation but a lack of communication and in conclusion publicity
- The fixation of general objectives in the overall concept of the Burgenland-district, to secure the supply of skilled workers and to show the youth a perspective for life- and employment-development.

C.3 Procedure for setting priorities, objectives, measures to be implemented results and outcomes

The generated results in the framework of the supra-regional project "MIA – Mitteldeutsche Industrieregion im Aufbruch" had to be preserved.
Student holiday internships were realized besides many other projects. The main objectives were the communication of concrete job descriptions with their corresponding requirements and needing qualifications for the process of occupational decision making. It was realized in summer 2004. The involved companies had been listed in a database. The evolution of the database lead to an internet supported internship-exchange platform that was developed in the framework of the ESF – article 6 project "L.I.S.A. BLK" with the beginning of the second half 2004.

It was realized in subsequent steps:

- The handing over of the database to the local association for the education of the youth called: "Verein zur Ausbildung Jugendlicher im Burgenlandkreis e.V. (2004)"[12]
- The decision to establish an online platform for the exchange of internship places by the supporting council of the project "L.I.S.A. BLK", the authorized representatives of the

[12] "Association for the Education of the Youth Burgenlandkreis"

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administration departments, the economy and social partners as well as research institutions. (3rd Quarter of 2004).
- the formulation of the functional specifications for the homepage
- the adoption of data out of the database that was created in the MIA project
- the presentation was online available with the beginning of the year 2005

C.4 Implementation process

A questionnaire was sent to more than 300 companies in the Burgenland-district in addition to a cover letter of the district administrator and the president of the local association for the education of the youth, with the plea to provide internship placements for students and youngsters. The companies were asked simultaneously for a brief description of their apprenticeship places. Nearly 130 companies replied and declared to supply internship placements in the future. Problems occurred regarding to the completeness and the formal correctness of the given data.

The realization of the project (coordination of the involved processes for the development and establishment of the internship exchange platform) was hosted by an extern service provider the isw (association for scientific advisory and service ltd.) in the framework of the "L.I.S.A. BLK" project as well as the coordination of the IT service provider. A flyer was developed and designed in addition to the platform. The flyers were distributed following the launch of the platform in January 2005 to get attention for the offered internships.

C.5 Description of measures and actions

2005

- 66 already registered companies were contacted to fresh up their data
- 413 new companies were contacted
- Telephone canvassing of not responding companies

2006

- telephone canvassing of social institutions

2007

- contacting of 390 companies in the former district "Weißenfels" due to the territory reform of districts in Saxony-Anhalt (23 districts have been reduced to 11)

2009

- makeover and enlargement of the platform
- contacting 46 companies of different commercial-networks
- actual state: 303 companies are listed with a total of 878 internship ´placement offers

C.6 Resources mobilised

- Initial stage 2004/2005: an order of 12'500€ to a third party
- Phase 1 in 2007: actualization and enhancement in the frame of the project: "Jugendpilot" of the administration of the Burgenland-district also an order to a third party for the upgrade of the platform worth 3.000€.
- Phase 2 in 2008: development and print of billboard ads for the platform, order to a third party worth 1.000 €
- Phase 3 in 2009: canvassing of additional companies, makeover of the websites (layout and some extra search options) and the flyers (including the print) in the framework of a micro

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project/ order to a third party worth 10.000€. Financed in the framework of the federal program "Stärken vor Ort" by the Federal Ministry of Family Affairs, Senior Citizens, Women and Youth Germany.

C.7 Participating organisations and institutions

- District administration of the Burgenland-district
- Organization for economic development in the Burgenland-district
- Companies of the Burgenland-district, especially the commercial networks of metal-electro-synthetics, logistics, food industry and health
- Initiative for employment "Pakt für Arbeit Zeitz"
- Vocational schools of the Burgenland-district

C.8 Outcomes

303 companies are listed in the internship exchange platform offering a total of 878 internships. Furthermore a linking with the commercial networks took place in 2010 to get a higher publicity. Offering of a workshop for the teachers in the fields of economy and technology in addition to the billboard advertising at ordinary schools in 2008. The topic of the workshop was introduction of the search options and how to use them. It became common to include the platform with its rising publicity – especially in preparation for the regular internships (14 day period) in the 8th and 9th grade of the secondary schools.

C.9 Sustainability

The association for the education of the youth is still responsible for the project "Praktikumsbörse". The annual hosting costs are paid by the club. Furthermore the club is paying for ads and PR. Costs in addition to this e.g. the postal charges for the canvassing of the companies (every 2 years), are paid by the district office. Fundamental enlargements and makeovers of the internet presence have been financed in the framework of related projects by the district administration of the Burgenland-district.

C.10 Lessons Learnt

Those aspects have been beneficial for the implementation of the platform:

- consensus and approval of all decision makers in the region of the Burgenland-district to implement a central internship exchange platform
- contacting of the local companies by the municipal administration with the request for the allocation of internships in the platform
- information to schools and teachers regarding the platform; inclusion of teachers and students in the test stage, to get helpful suggestions for the usability of the search options
- The handing over of the platform to a local host to get the annual financial and human resources for the operating of the platform.

C.11 Transferability

An internship exchange platform can be implemented in every region in consideration of the made experiences. It is important for the local authorities to get an consensus for the implementation of an internship exchange platform in forehand. There must be an appropriate funding of financial, material and human resources for the development and implementation of the platform (approx. 20.000€). Furthermore the responsibilities and the funding of the annual hosting should be clarified. (approx. 1.000€). There must be a cooperation with the local schools due to the fact that the main benefit receivers are the students. The platform is getting enlarged for more districts in the south of Saxony-Anhalt at the moment.

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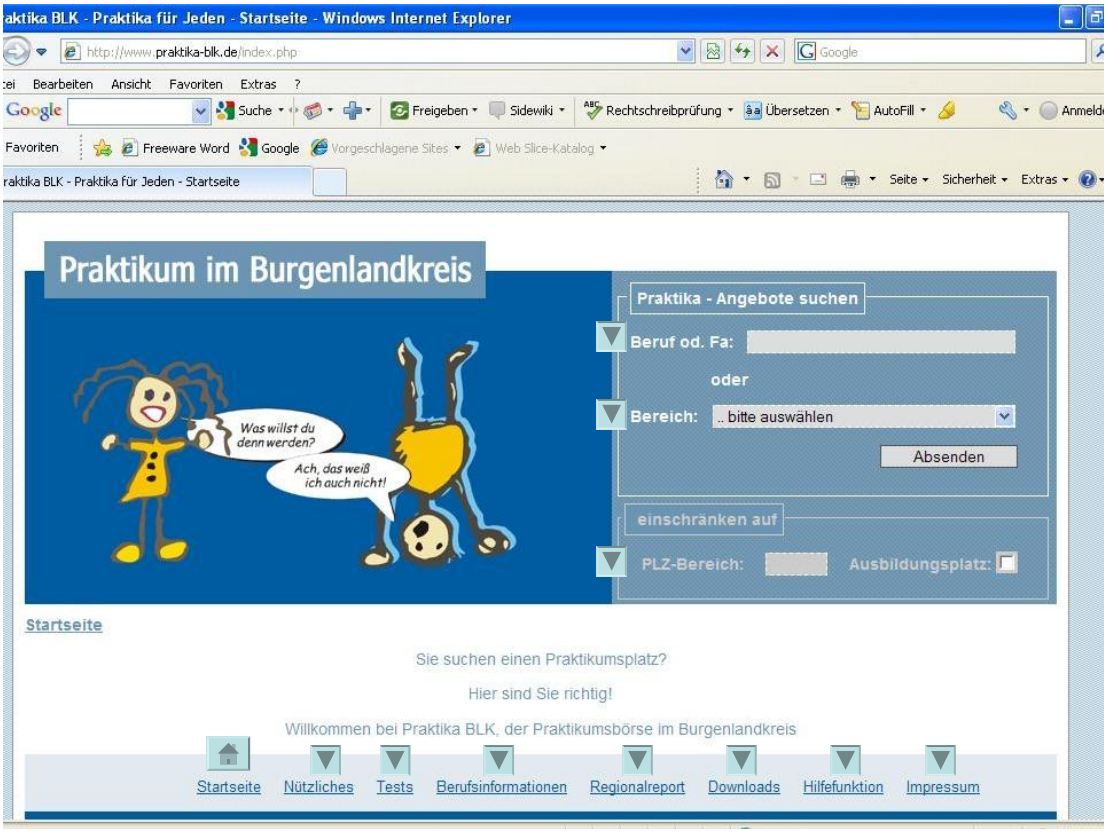

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D. Budget

Total Budget of "Praktikumsbörse-BLK"	**€ 20.000 (for initial and development phase; approx. 6 months)**
labour costs	€ 12.500
material	€ 7.000 - posters, flyer, billboards, public relation
annual hosting costs	€ 1.000
costs to actualize the data and listing of new companies	€ 5.000 every 2-3 years - canvassing of companies

E. SWOT-Analysis

STRENGTHS	**WEAKNESSES**
• regional overview over local companies apprenticeships and internships • search options including industrial sectors, zip-codes or occupations • linking with companies by providing contact details • linking with supra-regional platforms for the occupational orientation including the platform of the Federal Agency for Employment	• data must be updated • securing of PR work for the publicity of the platform • incentives for teachers to implement the platform in their curriculum

OPPORTUNITIES	**THREATS**
companies: • advertising for the company and the associated apprenticeships • instrument for the improvement of the cooperation between school and economy • contribution for a practice orientated education • early assurance for the supply of new skilled workers teachers/students • improved knowledge of local companies and apprenticeship offers • a more practice orientated education • gathering of practical experiences by internships	• missing motivation for usage by companies and schools • spontaneous decisions of students to get an internship vs. problems in the planned operating system of companies • up-to-dateness of company data (e.g. shutdown of companies, contact details, relocation of companies…)

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3.2 South-West-Styria

The region South-West-Styria is located in south-eastern Austria at the south-western edge of Styria. The region, with its 190.526 inhabitants[13], is subdivided in three administrative units (districts) (Deutschlandsberg, Leibnitz, Voitsberg) and represents 13,56% of the area of Styria. The region is confined by the province of Carinthia in the West, by the neighbouring country Slovenia in the South and by the city region of Graz in the north-west. The largest agglomerations in South-West Styria are Leibnitz, Deutschlandsberg, Köflach and Voitsberg[14] which form the major economic centres of the region at the same time. The local economy is characterised in general by an above-average of the primary and secondary sector, but this circumstance is in change considerably during recent years, towards a more service-oriented economy[15]. The economic structure of the district of Voitsberg is traditionally dominated by its industrial and mining tradition. Although the district is changing gradually towards a less industrial-oriented economy, Voitsberg (and the surrounding region) is still a leading industrial location in Styria. All three districts of South-West-Styria have in common, that most employees of the secondary sector, work in the branches construction or automotive industry (e.g. "ACStyria").

The average unemployment rate has been around 8% during the last 10 years, which is highly above the Austrian and Styrian average. The highest rate (8,7%) was measured in the districts of Leibnitz and Voitsberg in 2009. High unemployment as well as an isolated location of most south-west styrian municipalities will culminate in a declining population. Only in the district of Leibnitz the number of residents could slightly increase in 2010 due to the nearby axis Graz-Maribor. Population development with regard to age groups shows a clear trend towards an aging-population. In the last nineteen years the population younger than 15 years dropped from 18,63% to 14,08%, whereas the number of people older than 60 years increased from 19,41% to 23,62%.

In 2007, "Steirische Statistiken" published a detailed population forecast until the year 2031. The available information showed a clear trend for the next twenty years and identified three main trends:

- **suburbanisation vs. population decline in rural municipalities**
- **ageing of the population**
- **negative population growth by migration and declining birth rates**

The forecast shows possible effects of the demographic change in the region e. g. for the infrastructural, educational as well as economic development. Moreover, information about the future demand of skilled workers are shown. In this case, different points of view are formulated by the representative of the chamber of commerce (WKO) and the representatives of the regional headmasters with the following issues in common:

- increasing demand for skilled people in the health sector
- increasing demand for skilled workers in the industry due to low percentage of young people
- fierce competition amongst young people

Due to trends towards a declining population and ageing of the population it is expected that there will be a shortage of skilled workers within the next years. In connection with a trend towards higher education, the skill shortage might intensify.
On the other hand it gets harder to get a job without professional experience because companies demand applicants who already got those.

[13] in the year 2010
[14] Population: Leibnitz (7.709 inhabitants), Deutschlandsberg (8.201 inhabitants), Köflach (9.829 inhabitants), Voitsberg (9.735 inhabitants).
[15] parts of the region focus on the development of tourism (e.g. "Südsteirisches Weinland")

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In order to ease this development different interactions between schools and institutions as well as administration and economy are in progress. Examples for interactions are:

- **"Schulsponsoring"** (school-economy-administration)
- **"Lehre mit Matura"** (school-economy)
- **"TRIALITY – A modern way of doing an apprenticeship"** (school-institutions)
- **"TAKE TECH"** (school-economy-institutions)
- **"Employment Pact South-West Styria"** (economy-administration)

A regional strength and weakness is, the wide range of single initiatives from schools or enterprises. These initiatives strongly depend on motivated persons and most of them work well in a very small scale. But the regional players addresses the need of bringing such initiatives on a superregional level. One of the major problems in the region is the absence of communication. The schools do not know the local enterprises, and vice versa the enterprises do not know the quality of the schools and the potential of the pupils.

Therefore it is necessary to set up a platform where both sides, regional educational institutions and local enterprises, are able to conduct a direct dialog, to add wishes, expectations and ideas or even provide internships.

Another regional strength is the dual system (for professional training) which should be supported in the future. At the same time there has to be the opportunity for the students to make further studies and get a higher education in the region besides working. Thus it would be possible to integrate young people in the operating process as well as in social life of the region, in an early stage of life.

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3.2.1 Case Study "TAKE TECH"

Name of Initiative:	**TAKE TECH**
Country/Area:	South West Styria
Name of the Partner Organisation:	Innovation Region Styria GmbH
Contact Person: Phone: Email: Address:	Susanne Reiber (Project Manager) +43 316 7093 211 susanne.reiber@sfg.at Steirische Wirtschafts-förderungs-Gesellschaft mbH SFG Nikolaiplatz 2 A-8020 Graz
Support Agencies:	Steirische Wirtschafts-förderungs-gesellschaft (SFG)
Type of Organisation:	The Styrian Business Promotion Agency (SFG) is a service provider, which aims to contribute to the consolodation and growth of the styrian economy. The agency is wholly owned by the province of Styria.
Field of activity (and sub-topic of the initiative)	• Fostering the Industrial Fabric (Initiatives to foster and support entrepreneurs) • Job Creation and training initiatives (educational and training programmes) • Service of general interest (education)

A. Overview of the initiative:

Styria develops continuously to a "European High Tech Region" in Austria. The largest challenge is apart from the development and implementation of marketable innovations, to find the suitable qualified employees. Already today each year 1,000 new generation workforces in technical and scientific occupation, 60% of the enterprises in Styria report of difficulties to find suitable professional. With the action week „Take Tech "counteract the SFG the problem with sets awareness-raising activities where occupation decisions fall: at school.

The aim of the project TAKE TECH is bringing together the schools with their pupils with enterprises in the fields of technical and scientific work area. Both target groups should have the possibility to get together easily and in further consequence to have a platform for the future. After a matching process schools visited the prepared companies to get a feeling for the occupational image and to learn about the needs of each other.

The TAKE TECH Project was implemented 2009 the first time and was organised as an "action week" for companies and schools with focusing on technical and scientific professions.

- awareness – raising for companies, teachers and pupils
- pupils get a practical insight in the world of work in several enterprises in the region
- knowledgeable information about a career in technical and scientific fields
- technological oriented companies get a organised platform to present themselves as a attractive employer in the region

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B. Description whether the initiative is part of a more general action programme or strategy

Take Tech is a *specific measure* of an action programme. Name: TAKE TECH; implementation 2009 (repeated in NOV 2010); Budget: EUR 80.000 per anno.

The project TAKE TECH was developed on the basis of the economic policy orientation of the economic department of the government of Styria.

Abstract of the Economic Strategy of the Federal State of Styria: "The general aspect of the case study are the Surrounding Styrian Conditions (in context with the EU general framework "Innovation as basis strategy") – Increased migration tendencies to the agglomeration of Graz, the low population growth, the ongoing demographic change (continuing decline in birth rates, population ageing), migration of production towards the East and South-east due to high unit costs as well as relatively high unemployment rates and, at the same time, high wage standards (example Upper Styria) are significant conditions surrounding the Styrian economy. On the one hand there are the central region of Graz and the regions of Upper Styria with their industrial background as production and research centres and, on the other hand, the rural regions with low population densities. This leads to intra-regional disparities, which are reflected in different employment options, R&D and innovation activities, but also in varying labour force participation rates – particularly among women – and finally in differences in the per capita gross regional product. Furthermore, the budgetary options have become limited: the EU fund allocations for the upcoming programme planning period 2007 - 2013 will be considerably reduced (from € 224 m. to € 137.7m.), due to which the focus will have to be on essential general objectives such as R&D, innovations and qualification in the future."

C. Full description of the initiative
C.1 Situation before project launch

1st source : Economic Strategy Styria[16]

Within the past decades, the Styrian economy has succeeded to overcome the restructuring process to become a technology-oriented economic region. Nevertheless, the Styrian economy is facing enormous challenges due to the increasing globalisation, permeation of technology, capital mobility as well as the constantly changing surrounding conditions. Based on the knowledge that the safeguarding and augmentation of employment and added value, and therefore, the income, requires successful innovative products and services, this "New Economic Strategy of the Federal State of Styria" focuses on "Innovation" and is carried by the vision to position Styria as the most successful federal state with regards to the implementation of ideas or innovations on the market.

A homogenous procedure and bundling of existing resources is required to achieve this objective. Therefore, the Styrian economic policy will orientate itself on seven strategic guidelines representing the future key topics of the Styrian economy. Action programs, awareness raising measures and promotions will be carried out on the basis of these guidelines. All activities must be seen with a particular focus on the Styrian small and medium enterprises (SMEs), which form the backbone of the Styrian economy. The strategic guidelines refer to the Styrian fields of excellence, those areas, in which Styria has already developed strengths or which have shown a considerable potential. For example the fields of excellence automotive/mobility, wood/paper/timber engineering, materials, human and food technology, nano and micro technology presently are in different phases encompassing the awareness, development and performance phase as well as repositioning. The implementation of the "New

[16] cf.: HTTP://WWW.VERWALTUNG.STEIERMARK.AT/CMS/DOKUMENTE/10966532_4447233/3C0B4905 /WIRTSCHAFTSSTRATEGIE%20ENGLISH_FINAL_. PDF

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Economic Strategy of the Federal State of Styria" will be subjected to continuous monitoring and an evaluation; an economy radar will allow to continuously observe the developments of the Styrian economy using specific indicators. In addition, as stipulated by the Styrian economic development law, the Economic Report Styria will provide yearly information on the overall economic development in Styria. Due to the constantly changing surrounding conditions, the described economic strategy should be interpreted as a continuous strategy process, rather than be seen as programmatic codification of strategic guidelines and measures.

2nd source: Austrian Conference On Spatial Planing[17]

Megatrends are long-term processes with a broad scope and impacts on all groups of society and all regions. Megatrends have no alternatives and they may only differ by time horizon, reach and intensity. The following megatrends have been identified and selected because of their spatial relevance:

- ageing of society: the share of people older than 60 years of age increases from 22% (2005) to 34%(2030).
- increasing social and cultural diversity: diversity of life styles, patchwork families, patchwork careers, multioptional consumer patterns
- globalisation of markets
- increasing global energy demand
- mobile world: increasing mobility of persons, goods and communication
- digital world: expansion of the internet, telematic revolution
- climate change: not felt very dramatically until 2030, but irreversible

3rd source: The Federation of Austrian Industries

A negative development of unemployment of all age group was observed in 2009. Increase of youth unemployment (15 - to under 25-year old) of 5.049 to 6.541 person in search of work, that is a plus of 1.492 persons or +29.6%. The portion of the young people of the total number of the unemployed persons increased however from 16,3% to 16,7%. The unemployment rate amounts to this age group after computations of the AMS (Job centre) to 8.5%.

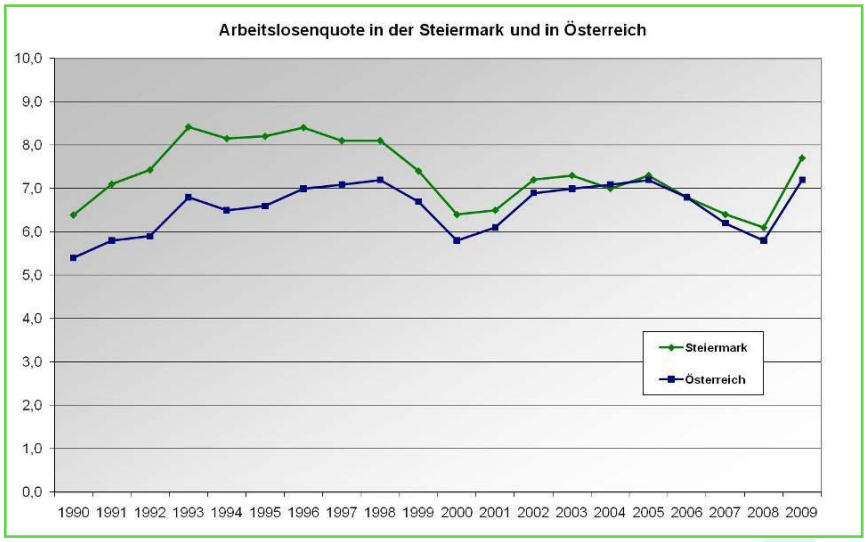

Figure 3: Unemployment rate in Styria and Austria 1990 – 2009. source: LASTAT

[17] cf.: HTTP://WWW.OEROK.GV.AT/RAUM- REGION/THEMEN-UND-FORSCHUNGSBEREICHE/SZENARIEN-DER-RAUMENTWICKLUNG.HTML

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The demand of Styria enterprises for qualified in particular technically/scientifically trained technical and top management exceeds already today the offer at the job market. This situation will still continue intensified in the near future. Based on a forecast of the Federation of Austrian Industries an annual gap of 1000 graduated alone in the 15 most in demand technical courses of studies after a prognosis, will be starting from 2010.

According to an inquiry under approx. 200 research-intensive enterprises nearly 70% of the enterprises assume the occupation of technicians and researchers will continue to increase in the next years. 60% of the enterprises reported of difficulties to find suitable personnel. Action papers of the Federation of Austrian Industries to guarantee of the new generation in natural sciences and technology, 2007.

Reasons for small enthusiasm of the youth for natural science and technology appropriate career profiles are the bad social image of technology, which is in generally still existing. Some enterprises - so far in particular technically oriented large-scale enterprises - already recognized the necessity to get in contact with pupils and young people in order to inspire these for technical occupations and so to counteract against the lack of specialist workers. The biggest and most important problem of the next 5 years for enterprises will be „finding qualified employees" according to a member inquiry of the Federation of Austrian Industries (2007). There are numerous initiatives in Styria, which are addressed to interest young people in technical jobs. This is represented by the platform „ fascination technology ". Most projects set on the side of the young people, in order to wake up interest in technical occupations by education and occupation information.

The lacking interest to technical/scientific jobs and further in education represent a fundamental, social problem, which is not to be solved by individual measures. The SFG has itself the approach on the side of the enterprises, as a contribution of problem solution in order to support their efforts against the lack of professions.

C.2 List of key dates

- new generation becomes less
- lack of specialist
- small interest in technical courses of studies
- low proportion on women
- young people know very little about the broad pallet of professions possibilities
- young people do not know the enterprises in their own region very well
- „professions orientation" is a part in schools, but continuous contacts for schools and enterprises are missing

C.3 Procedure for setting priorities, objectives, measures to be implemented and results and outcomes

The action week „Take Tech" wants to make technical and scientific professionals for potential new generation forces seizable and conceivable and to give insights of the working sphere. Pupils have the possibility of becoming acquainted with career chances in Styrian enterprises. They will be informed exactly about career profiles and further education ways and career possibilities in enterprises of their region and get a picture of the occupational image and potential employers.

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Concerning the topic „occupation orientation" which is part in schools, teachers get the offer of the actively support in the project. A measure in addition is a teacher seminar in the beginning.

- Process -

An important first step was the approval and coordination with the national school inspector Styria concerning the fundamental interest up to the legal framework causing (e.g. insurance). Second step was a questioning of enterprises about their needs. The Federation of Austrian Industries supplied data and facts over youth unemployment and demographic developments. An internal working group of the SFG developed the concept on basis of the collection phase. Experts were involved by discussions. Based on the questions, "Why should my enterprise present itself to pupils?" and "Why should my school visit technology-oriented enterprises?" were the measures and actions developed.

Goals were adapted rather low: Targeted enterprises especially in the field of technical and scientific professions 20 enterprises, 23 schools, 3 impulse centers.

Priorities: to wake the interest of young people to technical and scientific occupations, give them a view into the practical work and their process, to support teachers by the topic occupation orientation, the give Styrian enterprises the possibility to present themselves as a attractive employer.

C.4 Implementation process

Research on experience and a best practice example from Upper Austria. Other initiative were analyzed to avoid duplication of work. The Federation of Austrian Industries was informed and asked for data and facts over youth unemployment and demographic developments. Contact with the national school inspector to accordance the project and clarification about legal frame. Individual for each participating school it is very important that the activities (visiting the chosen companies) are school-related events. This has actuarial high priority. (This two organization, the national school inspector Styria and the federation of Austrian Industry are relevant cooperation partners)

Following school types are in the program:

Hauptschule (HS): The Hauptschule is a kind of secondary school and is attended for 4 years after primary school.

Polytechnikum: After secondary school, pupils either decide to attend some higher schools or attend the Polytechnikum for one year. This school type serves as a vocational preparation. Having finished this school, the teenagers fulfilled their compulsory education and may start a professional training.

Higher (secondary) education: AHS (Allgemeine höher bildende Schule): The AHS is the Austrian type of grammar school and serves as a preparation for university. In Austria there are several types of AHS. Pupils either attend the AHS for 8 years (4 years instead of the Hauptschule) or 4 years after the Hauptschule. This school type is less vocationally oriented. Passing the final examinations (A-levels) the graduation allows the pupils to matriculate at any university or "Fachhochschule" (FH).

BHS (Berufsbildende höhere Schule): This type of school also offers the A-levels in order to attend any university and additionally provides professional education, therefore this school type requires five years. There are three types of BHS in Austria: The technically oriented HTL (Höhere technische Lehranstalt), the economically oriented HAK (Handelsakademie), BHS Land- und forstwirtschaftliche Schule (Agriculture and Silvicultural School), and the HBLA (Höhere Bundeslehranstalt). HBLAs offer different specializations, but mostly focus on economics,

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tourism or agricultural areas. Most BHS offer 2-year advanced training courses for AHS alumni to graduate at a BHS as well to gain a professional education.

Obstacles: There were none in the conception phase, rather in the implementation like: the matching process was not so easy, because of the individual wishes of the target groups, access to the schools, utilization of the school-system, motivation of teachers.

C.5 Description of measures and actions

1. Acquisition of the enterprises

a) As the SFG has a high knowledge about the styrian enterprises through their daily business, the enterprises where selected by their activities in technology and science, the enterprise size plays no role if they are willing to participate.
b) Inquiry of needs and desires of the enterprises: preference of school type, which time frame (1 day to 5 days, morning, afternoon, how large should be the group of pupils, what kind of support is asked for.
c) Intensive formulation of activities of the companies
d) Registration by reference to a form/questionnaire online (att.)
e) Evaluation of the statements of the enterprises, finalized until end of august because of start of the matching with the new school semester in autumn
f) Start of school search

2. Acquisition of schools

a) Schools are searched on the basis of the requirement profile, via data base of the cooperation partner national school inspector Styria and via personal contact with the schools
b) Needs and wishes of the schools are raised in personal talks

In this phase it is very important to keep the contact very close to both target groups and to pay attention on details.

3. Matching process

Coordination among school and company. Which school fits to which company and converse. This phase is very work intensive and a big challenge. The process is interactive and an intensive and close contact to the participating schools and enterprises must be held. The outputs are based on a perfect preparation in the acquisition phase.

A good preparation has to be done by:
- individual coaching
- workshops for enterprises
- seminar for teacher

4. Follow up

a) Evaluation by reference to a questionnaire in the schools and enterprises
b) Contest for the schools/groups or classes

After the visit days in the enterprises, the pupils were asks to report on their impressions and activities in frame of a "media contribution" by writing or doing a video. For each Category of the "reporters" had the chance to win EUR 500,-.

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Parallel preparation workshops

Objectives of the workshops for enterprises

In the framework these workshops have the enterprises the possibility of arranging the presentation of their company particularly for the target group of young people with professional support. To get suggestions, how they can present their enterprise interesting and excitingly to young persons, in order to arouse an outstanding impression and to inspire the young people for their enterprise.

Contents

- The purpose of the enterprise
- What has to be achieved, so that this action for the enterprise is successful?
- Who comes to visit?
- Catch up of information of the pupils and/or the school
- Possibilities of cooperation in advance for a successful preparation on both sides
- Which expectations have the pupils and teachers?
- Conception and course planning
- How succeeds an "arc of suspense" for the target group from the beginning to the end?
- Target group specific presentation systems
- What promotes active listening?
- Into which activities and operational drains can the pupils be involved on the visiting days?
- What particularly interests have young people at this age?
- Group and rank dynamics and their influence on the visit in the enterprises
- The power of the language: Multiple reaching of the public

Sustainability

- What are the needs, so that pupils and teachers keep on talking and remind the enterprises in a positive way?
- How can the experiences be used for the future? What was the outcome for the enterprises?

Workshops for teachers

In co-operation with the university of education it will be offered a seminar for the teachers for the preparation and follow-up of the visits. (This preparation seminar for Take Tech will be implemented in 2010 the first time)

C.6 Resources mobilised

The total budget for the project TAKE TECH is EUR 80.000,- and is split as follows:

Human resources: 2 persons with each 100 hours per anno (Euro 10.000,-) for implementation. The matching process was sourced out (EUR 15.000,-)to the the Styrian Association for Education and Economics (STVG) because of their high competence in the fields of education and the world of work. Additional it has to be mentioned the human resources of the teachers, which depend on the intensity of the input they give, which is different.

Material: posters, folders, videos, work shop handouts (EUR 10.000).

Public relation, internet and print media for sensibilisation and acquisition, video production with the schools, prize for contest (EUR 40.000)

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C.7 Participating organisations and institutions

The current data and facts concerning youth unemployment and demographic developments was contributed by the Federation of Austrian Industries. The institutional support was given by the national school inspector Styria by mail to the schools and to call attention to the importance of the project TAKE TECH.

Matching process (EUR 15.000) was outsourced to the the Styrian Association for Education and Economics (STVG). The Styrian Association for Education and Economics (STVG) is a non-government, non-profit organisation. Key competences and core tasks are to work at the interfaces between the field of education and the world of work. The range of activities reaches from very local, regional and country based activities and projects e.g. to support the smooth transition of young people from initial education to the world of work, to cooperations and networks at national level – for example in the steering group of the National Lifelong Guidance Platform – in school reform process, in much partnerships and networks for inclusive vocational orientation, education and training within the program ESF and other. STVG is the official partner of the Federal Ministry for Education, Arts and Culture and the Federal Ministry for Economics and Labour in various programs and projects, e.g. regarding to entrepreneurial education, transition from school to work and in the steering team for the Lifelong Guidance Platform Austria. STVG is and was coordinating institution and partner in a lot of European projects and programs, e.g. Comenius, Leonardo, Youth, Joint Actions, Equal – ESF etc.

C.8 Outcomes

Achieved outcomes:

The participation was higher as in the conception foreseen. 80 enterprises, 60 schools and 2000 pupils participated on the project TAKE TECH in 2009 in 100 visits.

Indicators for success:

- Motivation of the target groups
- Support of relevant actors (e.g. National School Inspector)
- Qualification of the teacher
- Campaign of different information tools

Results:

- Enhancement of institutional capacities (schools)
- Awareness about needs and actual challenges of both target groups
- Awareness in the general public
- Improved skills for teachers
- Adoption of presentation methods for the companies
- Creation of a platform for the target groups
- Impulses and suggestions for an active networking between economic and schools

C.9 Situation after launching the project

To provide quality data of decreased unemployment rate which are attributed to the TAKE TECH project is not possible at the moment. A data entry system will be developed for the future actions. But in general the statistic of unemployment is quite good and it could also to ascribe to the impulses of the project in some cases. For sure it has to be reported that both target groups got an advantage to solve their problems which was a targeted objective.

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To the deadline at the end of Octobers the number of unemployed persons in Styria went down in relation to the previous year approx. -16,5% to 28.001 persons (women 13,763, men 14,238). The styrian unemployment ratio was 5.6% (women 5.9%, men 5.3%), the Austria unemployment ratio was 6,2%. The highest decreases after occupation classification have metal/electrical, office staff as well as technicians. The highest rise had the health and social occupations to record. The unemployment rate in the age group of the under 25 years old felt by 19,2%, among the 25 - to under 50-year old about 17,4% and among over 50-year old around -10,7%. 10.046 persons participated in training courses, this is in relation to the previous year a decrease of -3,5%. Vacancies notified 5.533, that is in relation to October 2009 a rise around +22,5%. At the end of October 2010 772 persons were searching for an apprenticeship- 499 open apprenticeship were notified.[18]

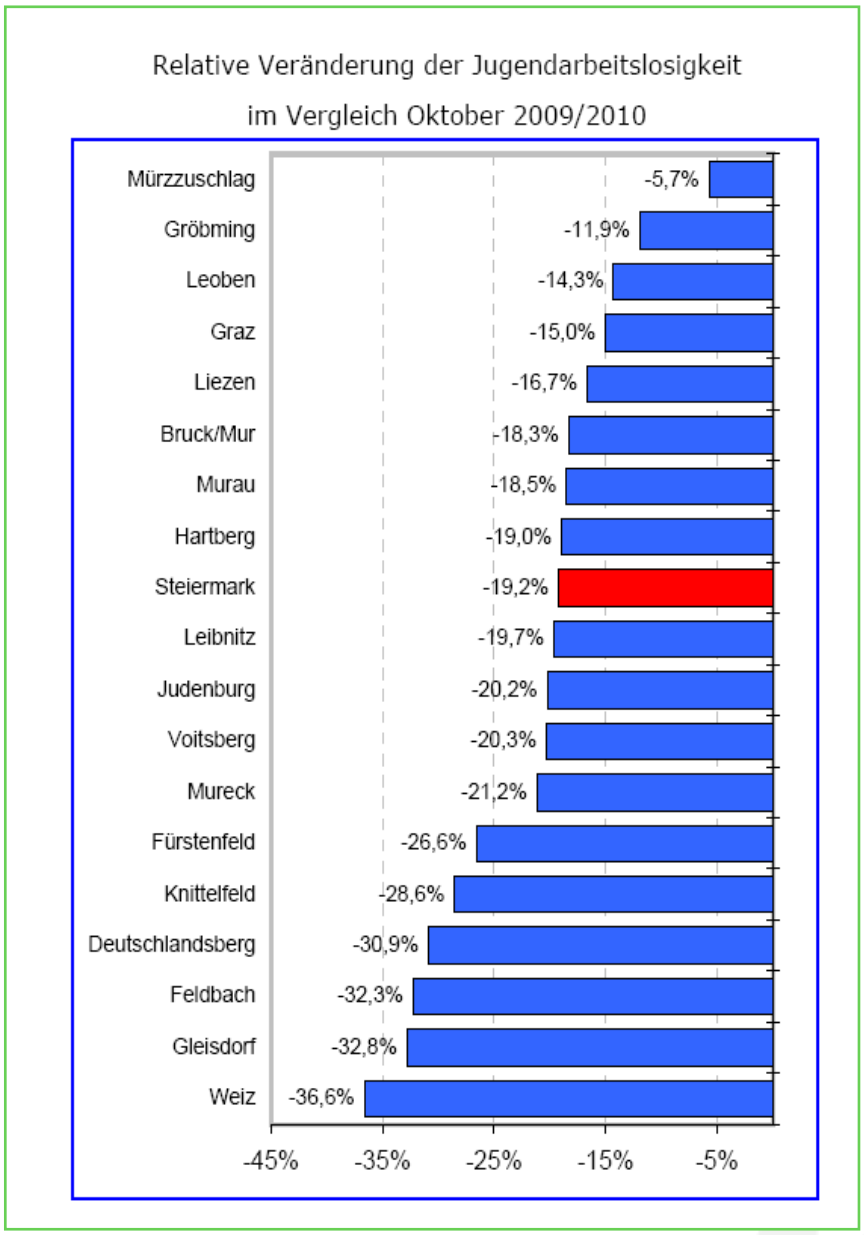

Figure 4: relative change of youth unemployment comparision 2009/2010. source: information labor market – Labor Market Service Styria

[18] Source: AMS Steiermark, job centre Styria, online report 08.11.2010. Information job market October 2010.

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C.10 Sustainability

From a social and economic point of view is the project TAKE TECH sustainable. It depends partly on public funding. Enterprises and schools bring in their own resources. In this way the project is viable and the costs can be hold down. By the end of November 2010 the project will be implemented for the second time. The demand is still very high and the mentioned problems in the region still exist. The situation, of a shortage of workers with professional expertise will remain the next years, because the field of technology and science will grow. The project was improved for the second round on the experience of 2009 and the implementation team learned a lot about the needs of each other. Many contacts have been established besides the project. At the moment it is planned to update the project also in the next years and implement the actions until further notice.

C.11 Lessons Learnt

Basically it is to say that the action days in the companies worked out very well. Very occasionally pupils did not pay that attention to the activities in the enterprises, as it was wished. Here was the learned lesson to prepare the schools with pupils and teachers better. In the second implementation round there were hold special workshops for the teacher, to prepare them to the task, to motivate the pupils. Therefore the University of Education is involved in 2010. The seminar is an official course in the program of the university and can be booked from the teachers as a general qualification measure. <Career orientation> is a lesson in higher classes (7. and 8.), this is a option to involve TAKE TECH in regular school hours. Also workshops for the enterprises were developed. The support for the marketing activities (presentation on the action days) was increased for enterprises – depending on their needs. It is planned out of the experience to involve also the parents of the pupils, because they may have a big influence to the future way of their children. Even the parents are not always aware of the professional possibilities which are offered in the region by local companies.

C.12 Transferability

The Case study was provided from the results of the project implementation 2009 and partly flow in already existing activities of the repetition (preparation) of the action in 2010. The project TAKE TECH will be implemented by the end of November 2010 for the second time. In the region the necessary conditions are given in any case. Based on the evaluation and the large interest of the target groups improvements were made for the second round. The necessary conditions such as budget, commitment of the national school inspector Styria, willingness of the schools and entrepreneurs and other institutions like the educational university are given. A factor is the finance which must be given and a substantial factor is the target group. Since for the participating enterprises several advantages resulted and recognized, the repetition of a further implementation of the TAKE TECH project was on behalf of the companies appreciate. In addition, the schools and in particular the teachers understood the importance of the actions for the regions and the future of pupils. In particular for the teachers was a workshop developed to prepare them well for the firm visits, in order to motivate the pupils in the best possible way and to be engaged with the action days already during the preliminary stage.

The project is very well transferable to other regions in the European Union and it is planned to bring it on an international level. The subject is under discussion already. At the moment the project TAKE TECH was not transferred yet into other regions.

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D. Budget:

Total Budget of TAKE TECH	**€ 80.000**
human resources	€ 25.000 - 2 persons (100 hours p.a. each) € 10.000 -Styrian Association for Education and Economics (outsourced
material	€ 10.000 - posters, folders, workshop handouts, videos
video production and prize for the contest	€ 40.000

E. SWOT-Analysis:

STRENGTHS	**WEAKNESSES**
• many interested enterprises in the field of technology and sciences in the region • high commitment of the companies • many school types with different focus and orientation • motivated team of the SFG and the involved participants • political support for the project idea and their implementation	• motivation of the teachers occasionally • human resources in the schools

OPPORTUNITIES	**THREATS**
companies: • become acquainted with potential future staff • recognizing potentials • long-term co-operation with schools in the region • present itself competently to the target groups as attractive employer • development of own and new presentation methods • communicate the needs and the requirements to future employees and to the schools to influence perhaps the development of curricula • give suggestions for future school projects schools and pupils/teachers: • improved knowledge about the enterprises in the fields of technology and science in the region • long-term co-operation with enterprises in the region • get living insights of the enterprises and the work process • becoming acquainted with new occupation pictures and their possibilities as well as qualification and career possibilities • get to know future employers • seminars for teachers at the educational university for the preparation and rework (this can flowing into occupation orientation) • Also the colleges in the region pay attention to the project and offer their co-operation, this will be a chance to increase the possibilities of potential future jobs	• concerning the target group pupil: Motivation (very occasionally, usually spontaneously arising and evanescent – in consequence complaining from enterprises • concerning teachers: Motivation, if they are not well prepared • include all relevant partner

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3.2.2 Case Study "JUNIOR Company Programme"

Name of Initiative:	**JUNIOR Company Programme**
Country/Area:	South West Styria
Name of the Partner Organisation:	Innovation Region Styria GmbH
Contact Person: Phone: Email: Address:	Maria Strommer (Project Manager) +43 676 84 17 17 47 Maria.strommer@svtg.com Styrian Association for Education and Economics Freiheitsplatz 2/III A-8010 Graz
Type of Organisation:	NGO JUNIOR Enterprise Austria is a registered Austrian non-profit organization founded in 1997 that is closely connected to the network of the Associations for Education and Economics in each province. In every Austrian province one JUNIOR assistant, employed at the provincial Associations for Eduacation and Economics, coordinates the JUNIOR Company Programme as well as all the other measures in the field of Entrepreneurship Eduaction. JUNIOR Enterprise Austria acts as an organizing and supporting institution for the operative work of the provincial JUNIOR-assistants. JUNIOR Enterprise Austria is member of Junior Achievement Young Enterprise Europe and Junior Achievement Worldwide™ (JAW) and is entitled to offer all JAW programs within its national frontiers
Field of activity (and sub-topic of the initiative)	• Job creation and training initiatives (educational and training programmes) • Service of general interest (education)

A. Overview of the initiative:

JUNIOR Enterprise Austria (JEA) is an organization dedicated for the education of students in grades 7 -13 about entrepreneurship, work readiness, financial literacy and economics through experiential, hands-on programs. JUNIOR programmes help prepare young people for the real world. JUNIOR programmes enable students to participate in the real marketplace support students to think and act entrepreneurially and how to apply this capacity to the workplace support students to develop soft skills & key – qualifications needed for their future careers support students to scrutinize their future careers.
In 1995 the JUNIOR Company Programme was started as a pilot project, called "JUNIOR-SchülerInnen gründen Unternehmen" in three Austrian high-schools. The year after, already 30 companies learned business by doing business within their schools. In 1997 JUNIOR Enterprise Austria was founded as a registered not – for profit organization.
In every Austrian province one JUNIOR assistant, employed at the provincial Association for Education and Economics, looks after the participating students and teachers of its province.

A brief History:

Junior Achievement was founded in 1919 by Theodore Vail, Horace Moses and Senator Murray Crane of Massachusetts. Its first program, *JA Company Program*, was offered to high school students on an after-school basis. They wanted to improve the economic education at American schools according to the principle „learning business by doing business"

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B. Description whether the initiative is part of a more general action programme or strategy

JUNIOR Achievement Worldwide is the world's largest organization engaged in promoting entrepreneurship, work readiness, financial literacy and economics through experiential, hands-on programs among students grades K – 12.
JA-YE Europe is Europe's largest provider of entrepreneurship education programmes, reaching 3.1 million students in 38 countries in 2009. Funded by businesses, institutions, foundations and individuals, JA-YE brings the public and private sectors together to provide young people in primary and secondary schools and early university with high-quality education programmes to teach them about enterprise, entrepreneurship, business and economics in a practical way. JA-YE Europe is the European headquarters for JA Worldwide.
In the **Company Programme** students learn how to take a business idea from concept to reality. They form their own real enterprise and discover first hand how a company functions. They elect a board of directors from amongst their peers, raise share capital, and market and finance a product or service of their own choice. At the end of the programme they present a report and accounts to their shareholders.
Since its launch in 1919, Company Programme students around the world have had hands-on experiences that develop new skills such as teamwork, leadership, presenting, planning and financial control as they learn to take responsibility for the success of their company. It's the perfect preparation for working life!
The programme is supported by provincial project assistants and volunteer advisers from the business world who are on hand to guide and mentor the companies. The JA-YE Company Programme is recognised by the European Commission Enterprise Directorate General as a 'Best Practice in Entrepreneurship Education'.

C. Full description of the initiative
C.1 Situation before project launch

The recommendation of the European framework defines eight key competences and describes the essential knowledge, skills and attitudes related to each of these.

- **sense of initiative and entrepreneurship** is the ability to turn ideas into action. It involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of their work and is able to seize opportunities which arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance;[19]

Along the lines of learning business by doing business the students form a mini-company in their schools under the guidance of a teacher and advised by volunteer business experts. The students develop their own business idea, sell stock, elect officers, produce and market products or services, keep records, conduct stockholders' meetings, and liquidate the company (usually returning a profit).

C.2 List of key dates

- Entrepreneurship Eduaction as an educational policy
- Entrepreneurial spirit as a possibility for students to think about being an entrepreneur
- Entrepreneurial competences as career management skills
- Valuable contribution to business knowledge

[19] http://europa.eu/legislation_summaries/education_training_youth/lifelong_learning/c11090_de.htm

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- Strengthening social competences

C.3 Procedure for setting priorities, objectives, measures to be implemented, results and outcomes

In 1995 the Company Program started as a pilot project, called "JUNIOR-SchülerInnen gründen Unternehmen"[20] in three Austrian high-schools. The year after, already 30 companies learned business by doing business within their schools. This school year 2010/2011 the students have founded 133 JUNIOR Companies all over Austria. Styria succeeded in raising their numbers from 2009/2010 with 33 JUNIOR Companies to 44 JUNIOR Companies in the year 2010/2011. Also the numbers of students raised in this time.

2009/2010: 437 students and 18 schools
2010/2011: 556 students and 30 schools

Within the Company Programme the students are offered to get involved in international entrepreneurial experience with the "Enterprise without Borders Programme".
Enterprise without Borders is a high school and/or college programme that gives students an international entrepreneurial experience. The programme is designed to give students running mini-companies the opportunity to create cross-border international partnerships as part of their JA-YE experience. Through a dedicated website (www.ewb.ja-ye.org), teachers and schools can register to participate and students can upload their company profile, share ideas; sell each others' products in each others' markets and they can potentially reduce costs by sourcing certain services or product components from other countries. The students learn the basics of international business, set up and operate a company, work with students from other nations and come to appreciate the diversity and benefits of other cultures.

JUNIOR Enterprise Austria 2010/2011	JUNIOR Companies
Burgenland	1
Carinthia	5
Lower Austria	25
Upper Austria	9
Salzburg	8
Styria	44
Tyrol	19
Vorarlberg	5
Vienna	17
total	133

Figure 5: JUNIOR Enterprise Austria 2010/2011

Additional 105 students started the Virtual Business Challenge 2011 which is a competition with 835 teams from 15 countries of the Junior Achievement Young Enterprise organisation.

[20] engl. pupils start businesses

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C.4 Implementation process and description of measures and actions

At the beginning of a school year the students start creating a business idea by using some tools of innovation management.
After that they design strategies for their company that includes a business plan, production plan, financial plan, and marketing plan. The students learn how to demonstrate leadership ability, develop a business plan, carry out the plan and establish production and sales goals for a product or service.
The next step is to analyze and explore personal opportunities and responsibilities within a company. The students face up to the responsibilities of the jobs and describe leadership opportunities within the JA YE Company Program. They also sell their JUNIOR share certificates (total: 60 share certificates with a total value of € 600,--). All the Austrian JUNIOR Companies have to be registered at www.junior.cc.
The programme is run in school time from September to April of one school year. During this programme the students develop an effective sales presentation, describe and compute the taxes the company will have to pay and they evaluate the impact of entrepreneurs on the local economic system. All entrepreneurial decisions are done by the students. Teachers are in the role as a coach. They can advise and accompany the process. Students get business information and short business advices from business experts.

In Styria there is a network with all relevant institutions and organisations concerning business start ups. The experiences and quantities in the JUNIOR Company Programme are presented in the network as well.

C.5 Description of measures and actions

The JUNIOR Company Programme enables students to come in touch with entrepreneurial ideas. Because of the aspect "learning business by doing business" students really can try out how successful they are with all their knowledge about being an entrepreneur. The Programme is run for students in the age 15 – 19 years and meanwhile it is represented in all types of schools (grammar schools, vocational schools).
Especially the combination with innovation management helps students to invest more energy at the beginning of the programme when they look for their business idea.
On the European level they run the innovation camps. In Styria we started with a innovation workshop called "innoday" for students who would like to learn some tools about innovation. Schools that had not tried out the company programme up to now were invited and also those students who already had 2 or 3 ideas about their company.
At the registration form for the Company Program at www.junior.cc we need all detailed information about the school, the teacher and the students. To do the registration successfully it has to be filled out an assurance form. The release form from the students`parents are also needed.

The students are allowed to have their own bank account, credits are not allowed. Usually in March the Companies are invited to present their business at the Austrian Trade Fair in the Shopping Center Nord in Vienna. At an average of 30 Companies (20 Companies from Austria and 10 international Companies) take part on this event that is organized and financed by JUNIOR Enterprise Austria.
The companies finish their business at April. It is necessary that each company delivers a business report and does the financial report in the data base.
At the end the companies are invited to take part at the provincial competition to spend a exciting day with business and education judges. The best provincial company starts at the national company competition. And after that the Austrian representative takes part at the European Company Competition. In the last few years Styria was represented six times at the European Company Competition.

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All Companies have the possibility to join the Enterprise without borders programme at the European JUNIOR Achievement network. The programme is designed to give students running companies the opportunity to create cross-border international partnerships as part of their JA-YE experience. Through a dedicated website (www.ewb.ja-ye.org), teachers and schools can register to participate and students can upload their company profile, share ideas; sell each others' products in each others' markets and they can potentially reduce costs by sourcing certain services or product components from other countries.The students learn the basics of international business, set up and operate a company, work with students from other nations and come to appreciate the diversity and benefits of other cultures.

Additional 105 students started the Virtual Business Challenge 2011 which is a competition within 835 teams from 15 countries of the Junior Achievement Young Enterprise organisation. The students play a business game and have to make decisions on different business cases.

C.6 Resources mobilised

JUNIOR Enterprise Austria
1 project manager
The provincial staff is financed by the Associations of Education and Economics. In Styria the last 2 years: additional funding for staff costs.
Material costs:
Programme manuals, folder, flyer, events, travel costs

C.7 Participating organisations and institutions

JUNIOR Enterprise Austria is financially supported by the Ministry of Economics, the 'Austrian Chamber of Commerce' and the 'Ministry of Education', the 'Junior Chamber Austria' and the 'Federation of Austrian Industry' are partners who support us financially and advisory.

C.8 Outcomes

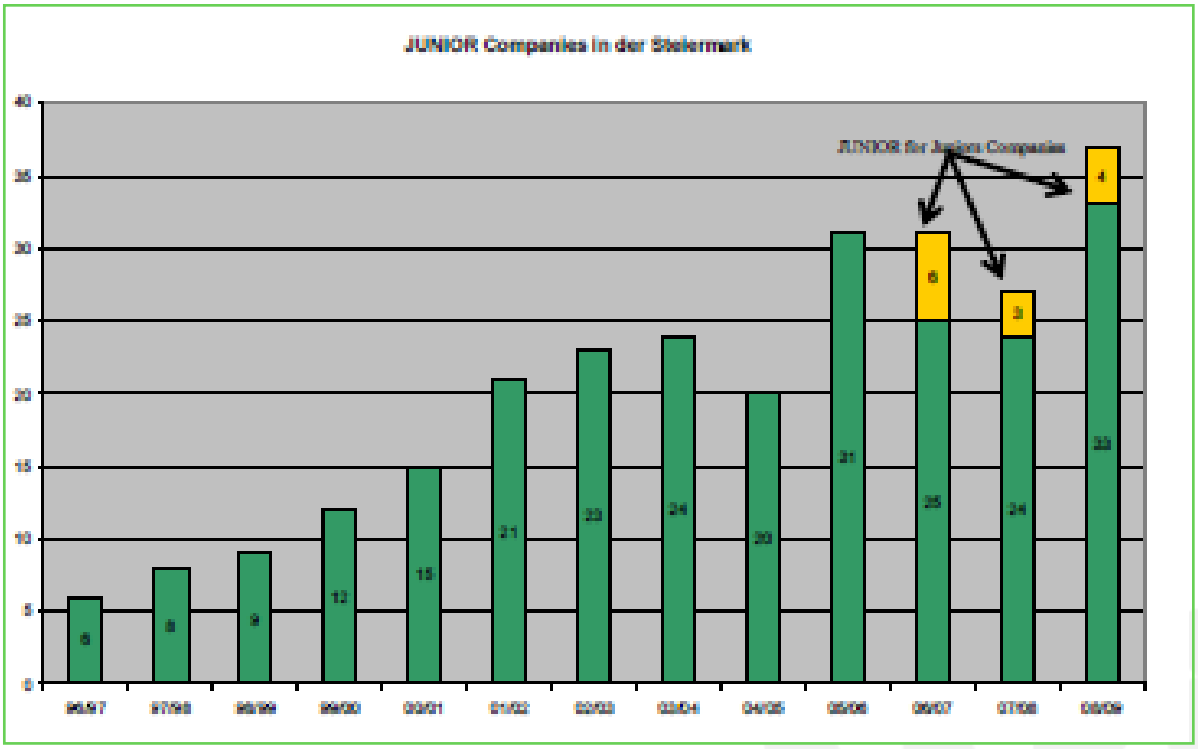

Figure 6: JUNIOR Company development in Styria

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JUNIOR Company Programm/Steiermark				
	Teams	Schüler/innen	Lehrer/innen	Schulen
Schuljahr 2005/2006	31	407	42	27
Schuljahr 2006/2007	25	322	32	18
Schuljahr 2007/2008	24	336	35	17
Schuljahr 2008/2009	33	420	39	19
Schuljahr 2009/2010	33	437	26	18
Schuljahr 2010/2011	44	556	40	30
Gesamt	**190**	**2.478**	**214**	**129**
JUNIOR for Juniors Programm/Steiermark				
Schuljahr 2006/2007	6	92	6	6
Schuljahr 2007/2008	3	19	3	2
Schuljahr 2008/2009	4	36	7	2
Schuljahr 2009/2010	1	11	1	1
Schuljahr 2010/2011	2	16	2	2
Gesamt	**10**	**82**	**13**	**7**
neue Programme (Virtual Business Challenge, Enterprise without Borders)				
Schuljahr 2009/2010	**3**	**29**	**3**	**3**
Schuljahr 2009/2010	**7**	**66**	**5**	**5**
Gesamt alle Programme	**207**	**2.626**	**232**	**141**

Table 1: Overview of the quantities of the last 5 years of the project[21]

Students gain:

Enterprising skills, attitudes and behaviours including:
- Creative thinking and problem solving
- Communication and presentation skills
- Confidence and a can-do attitude
- Teamwork and leadership
- Negotiation and decision making
- Setting goals and time management
- Managing risk

Students learn to:

- Raise real finance by selling shares
- Open and use their own company bank account
- Carry out market research
- Work together to create their business plan
- Develop their own product or service
- Market and promote their product or service
- Trade with the public
- Manage the company finances
- Take part in trade fairs
- Compete with other schools in company of the year competitions

C.9 Situation after launching the project

After running the programme several years in the BG/BRG Stainach – grammar school – we can report from great development with entrepreneurial issues. The students can choose a specific

[21] Note translation german - english: Schuljahr = school year; Schüler/-innen = pupils (male/female); Lehrer/-innen = teachers (male/female); Schulen = schools; neue Programme = new programmes; Gesamt alle Programme = overall programmes

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education in entrepreneurship with the practical part of the JUNIOR company programme and among business English there is also the offer of the Entrepreneur`s skill certificate (ESC).
The Infotainment JUNIOR Company was awarded at the European Company Competition with the Responsible Business Award of HP in Stockholm 2008.

C.10 Sustainability

JUNIOR Enterprise Austria is JUNIOR Enterprise Austria is financially supported by the Ministry of Economics, the 'Austrian Chamber of Commerce' and the 'Ministry of Education', the 'Junior Chamber Austria' and the 'Federation of Austrian Industry' are partners who support us financially and advisory.

The JUNIOR Companies have to pay JUNIOR taxes to JUNIOR Enterprise Austria twice. These revenues are used for international participation through the year.

C.11 Transferability

JUNIOR Achievement Worldwide is the world's largest organization engaged in promoting entrepreneurship, work readiness, financial literacy and economics through experiential, hands-on programs among students grades K – 12.
JA-YE Europe is Europe's largest provider of entrepreneurship education programmes, reaching 3.1 million students in 38 countries in 2009. Funded by businesses, institutions, foundations and individuals, JA-YE brings the public and private sectors together to provide young people in primary and secondary schools and early university with high-quality education programmes to teach them about enterprise, entrepreneurship, business and economics in a practical way. JA-YE Europe is the European headquarters for JA Worldwide.

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D. Budget

Total Budget of JUNIOR Company Programme	**€ 80.000**
Human resources	1 full-time worker 1 half-time worker

E. SWOT-Analysis

STRENGTHS	**WEAKNESSES**
- high level at real business situations - high level at entrepreneurial spirit - practical provement in entrepreneurial competences - strengthening social competences - high motivation for haptic students	- the real start ups often need additional information that is not supplied by the programme - not sufficient economical validity - simplified establishment process

OPPORTUNITIES	**THREATS**
- to encourage students in entrepreneurship - innovative and creative business ideas - combination with other subjects like project management - start a own business	- school situation are often seen as protective shield - teachers leave their role as coach and become part of the company

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3.3 Usti Region

The Usti Region is located in the north-west of the Czech Republic. The highly urbanized territory is characterised by its polycentric settlement structure. Approximately 81 % of the local population lives in cities. The economic centres are Decin, Most, Teplice and Usti nad Labem with more than 50.000 inhabitants each.

Social-pathological problems are present more significantly than in neighbouring regions. They are caused by higher anonymity, high unemployment, stronger representation of socially weakness and inadaptable inhabitants and their concentration in certain localities (the highest number of crimes after Prague, approximately 12.5 % of the total number in the CR).

A characteristic attribute to the region is the relatively young population (less than 40 years). The highest population shift between incomers and leavers are in the age group of 20 – 44 years and is dominated by men. Furthermore the Usti Region ranks second in the number of live-born but a general population aging appears.

The economic structure of the Usti Region is dominated by the secondary and tertiary sector. Specific to the region is a high number of companies focused on heavy industry, especially mining and power engineering as well as the traditionally smaller amount of agricultural productivity in comparison to the entire Czech Republic.

In recent years, between 2004 and today, the unemployment rate has been continuously reduced but is varying between individual districts of the Usti Region. Currently the rate of unemployment is about 8 – 13 %. Over 6 % of all employees work in branches which are focused on heavy industries, especially mining and power engineering.

The Usti Region, as well as the whole Czech Republic, will have to deal with the influences of the demographic changes during the upcoming years. Although the birth rate increases and life expectancy is raising, it is expected that the total number of inhabitants will probably slightly decrease.

Although the number of children start to attend school is decreasing, the offer of schools remains almost the same. It is especially related to secondary or tertiary education. Many students are selecting easier and more popular fields for studying, primarily humanistic studies. Thus a high number of well-educated people entering the market, for which there is only a certain number of vacancies. So there is an excess of spill-over in some branches. On contrary, the demand exceeds especially in technical branches and so there is a lack of supply.

To counteract the lack of qualified employees in technical branches, different ways of interaction between schools and institutions of vocational training, administration and economy have been developed. For example the well accepted **"good list of the chamber"** – a prestigious document of the economic chamber declaring capabilities of a worker entering the labour market for the first time. It is a document by which the chamber verifies and confirms knowledge of a secondary school graduate.

Furthermore, new education centres opened at three schools in the region to improve the cooperation between secondary vocational schools and employers. Another example for cooperating schools and enterprises is set in the "Triangle Industrial Zone". In cooperation with investors, schools modified their curriculum of individual subjects and fields of study, so that graduates are familiarized with machines and technologies directly in participating companies. In total, 13 schools in the area "Triangle Industrial Zone" have actively joined this project.
The schools in the Usti region provide career advisors e.g. with the tasks career consultancy, professional support for pupils with special educational needs and to care for gifted students.

In general the well-specified structure of the education system is the major strength of the Usti region. The suitably built school network and the high quality of provided university education

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at the UJEP leads to a relatively high rate of technical intelligence. But due to a lower regional image, which causes a drain of quality human resources (qualified labour forces, university graduates) and moreover to a disharmonic social structure as well as the forecast for an ongoing population ageing, the regional economy faces a lack of qualified workers.

To counteract the mentioned developments as well as the correlating effects, several opportunities and options where indentified. It is needed to correct the regional image to enhance the willingness, of especially young and qualified labour forces, to stay in the region. Steps to reach this goal are to develop the tertiary sector (cf. landscape potential for touristic use), an extension and efficient use of European funds for employment support or for example the enhancement of cross-border cooperation (cf. advantageous geographical location between Prague and the German boarder).

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3.3.1 Case Study "Backbone School Network – BSN"

Name of Initiative:	**"Backbone School Network – BSN"**
Country/Area:	Ústí Region
Name of the Partner Organisation	Ústí Region – Department for Regional Development
Contact Person: Phone: Email: Address:	Lucie Kuželová (Officer Department for Regional Development) +420 475 657 501 kuzelova.l@kr-ustecky.cz Ústí Region Velká Hradební 3118/48 400 02 Ústí nad Labem Czech Republic
Type of Organisation	Regional Government
Field of activity (and sub-topic of the initiative)	• service of general interest (education)

A. Overview of the initiative:

The Backbone Schools Network (BSN) project entails a procedure for developing a system of backbone secondary schools set up by the Ústí Regional authority, including a normative financing of operating costs thereof. The Project constitutes a fundamental strategy materialised in Ústí Region in the area of education.

The Project aims to – in a climate marked by a long-term decline of pupils in primary and, subsequently, secondary schools – the establishment of a network of reasonably capacious stable secondary catchment schools, a reduction of rentals, and sale of unused school buildings, effective utilization of existing equipment of large schools, and cost-effective utilization of finances, particularly for executing revamps and repairs of school buildings.

The Project was launched in 2006 and is supposed to be completed by the end of 2015. On a progressive basis, the number of schools will drop from 86 in 2006 to 58 in 2015. Of the targeted number of 58 schools, no less than 15 ought to be awarded – provided that specific requirements such as a minimum number of 800 pupils, cooperation with employers, running additional activity schemes, international cooperation in schooling, etc., are met – the prestigious "Backbone School of Ústí Region" certificate.

Despite the anticipated decline in the number of students, through the realization of the present Project, the average size of a school will significantly increase from approximately 460 pupils in 2005 to no less than 650 pupils in 2015. These are steps are assumed to have a positive impact upon the financial results of schools concerned. While maintaining the current amount of regional contributions and subsidies, due to the reduction of operating costs, investments into school development projects, i.e. cutting-edge equipment of classrooms, reduction of energy performance of buildings and suchlike, will be possible to boost.
In the Czech Republic, Ústí Region epitomizes the only region materialising – in the afore-mentioned longitudinal and conceptual ways – a network of backbone secondary schools.

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B. Description whether the initiative is part of a more general action programme or strategy

The abovementioned project directly fulfils the goals of the following regional documents and policies:

1) *Long-term forecast of education and development of the education system in Ústí Region for the period of 2008 to 2010*;

The Project epitomizes one of the key long-term strategic targets of the present development policy.

2) *Ústí Region development* strategy 2008 **–** *2013***.**

The Project fulfils the target of "Creating optimal conditions for initial and lifelong education" of the partial measure referred to as *Development of the level of education within Priority 2 – Human resources development*.

3) Ústí Region human resources development strategy

The Project fulfils the V1 Strategic target - *"Restructuring and further development of schools and school facilities*". Within the said strategic target, the Project directly fulfils the measure of V1.1 - *"Continual fulfilment of the ´Backbone School´ strategy".*

On the other hand, the Project as such epitomizes a certain form of conception per se.

C. Full description of the initiative
C.1 Situation before project launch

As the point of departure for the project kick-off, two mutually interlinked problems had been identified. The primary problem was - and still is - the negative trend marking the demographic situation in Ústí Region. Ensuing thereof is problem No. 2, i.e. the related increase in requirements laid upon safeguarding sufficient financial resources for the running of schools.

From a 2005 forecast of future trends in the pupils´ rates attending schools in Ústí Region it followed that – by 2010 – the total pupils´ rates incorporated in the regional system of education would drop by as much 3000. That represents a loss of 100 classes completely filled with pupils. As a result, part of currently filled school premises, buildings, workshops, and of operating school equipment, would be emptied.

Such negative development would have follow-up economic impacts. Given the normative mode of financing operative costs of the school system, when the base of any school´s budget rests upon the "*normative"* vs. "*pupil"* relationship, a drop in the pupils´ rates inevitably means a drop in such school´s revenues. The negative aspect had become apparent particularly in case of schools with small numbers of pupils; those are likely to be even facing an existential jeopardy.

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The Table posted below provides a fundamental summary of the two problems.

Parameters	Actual situation		Forecast			
	year 2005	year 2006	year 2007	year 2008	year 2009	year 2010
Total operating costs (in thous. CZK)	426 089	401 153	389 118	377 444	377 444	377 444
	Actual situation		Forecast			
	year 2005	year 2006	year 2007	year 2008	year 2009	year 2010
Of which: cost of utilities (in thous. CZK)	178 100	178 100	199 472	223 408	250 218	280 244
Share of cost of utilities on total costs (in %)	41,8	44,4	51,3	59,2	66,3	74,2
Total number of children, pupils and students in schools and school facilities established by Ústí Regional Authority	39 871	38 800	38 100	38 000	37 000	37 000

Table 2: Assumed contributions of the school promoter to cover operating costs of schools and school facilities established by the Ústí Regional Authority vs. assumed trends in utilities costs and the pupils´ rates (2005) Source: Procedure for setting up the Backbone Schools Network (BSN) with the Ústí Regional Authority acting as promoter, and normative financing of operating costs thereof up to 2009-2010.

As a result, the Ústí Regional Authority approved and launched the realization of the Backbone Schools Network (BSN) project. Within the said Project, put in place is a step-on-step adjustment of used immovable property to the actual needs of schools, i.e. an adjustment made in liaison to the concrete situation in respective sorts and types of schools, and made with regard to local specifics. That first and foremost entails gradual mergers of schools providing a closely related training offer, operating within one catchment area, into larger segments, and a sell-off of non-essential, largely immovable property. Through these steps, a sufficient amount of operating resources going into quality equipment and maintenance of schools will be safeguarded.

C.2 List of key dates

2005 Identification of major problems, targets, priorities, and of project strategy.
2006 Creation, negotiation and approval of the document referred to as *" Procedure for setting up the Backbone Schools Network promoted by the Ústí Region Authority, and normative financing of operating costs thereof till 2009-2010"*, setting forth the project´s fundamental parameters.
2006 Creation and experimental verification of the normative setting the promoter subsidy for running the schools and school facilities.
2006 Materialisation of first mergers of secondary schools in Chomutov and Štětí.
2010 Setting – in a fully normative form - the subsidy amount for running the schools and school facilities.
2010 Formation of a Permanent Task Group (PTG) for the creation of the Backbone Schools Network. Task group will especially – on a continuous basis – evaluate the development of schools in respective catchment localities, namely within the context of locally operating secondary schools, training offers thereof, and compliance of offers with the labour market situation. Proposed by PTG will be optimal solutions where so required by the situation.

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C.3 Procedure for setting priorities, objectives, measures to be implemented and results and outcomes

In terms of project realization, the basic document is the *"Procedure for setting up the Backbone Schools Network promoted by the Ústí Region Authority, and normative financing of operating costs thereof till 2009-2010".* The document sets basic parameters to be met by backbone schools promoted by the Ústí Region Authority, as well as major procedure patterns for the formation thereof, and the basic time frame for attainment of set objectives. The document was developed, negotiated and ultimately approved by the Ústí Region Council in 2006. In autumn 2009 - due to the current economic and financial crisis – it got updated for the period of 2010 through 2015.

In a situation characterized with a long-term drop in the pupils´ rates of both primary and secondary schools, the objectives of the Project are as follows:

- Setting up a network of reasonably large stable secondary catchment schools offering a wide range of study fields[22] and forms of study;
- reducing rentals and sell off of unused buildings;
- utilizing effectively existing equipment of large schools; shared utilization of school service facilities, sports and workshop premises;
- targeted and effective utilization of finances, particularly for revamps and repairs.

Assumed major outcomes of the Project will be as follows:

- A reduction in the number of secondary schools from 86 in 2006 to 58 in 2015;
- only 4 schools are supposed to have a pupils´ rates below 300;
- on a gradual basis, altogether 9 buildings will be released for sale;
- cuts in operation costs by 15 % and in salary costs by 10 % - when compared with 2006.

C.4 Implementation process and description of measures and actions

The Project was launched in 2006 with the approval of the *"Procedure for setting up the Backbone Schools Network promoted by the Ústí Region Authority, and normative financing of operating costs thereof till 2009-2010"* by the Ústí Region Council.

The implementation process proper (including the identification of the current state of realization) of the Backbone Schools Network formation comprises the following activities:

1. A detailed statistical analysis of the development of situation in education system and the labour market, especially with respect to pupils´rates and interest thereof in respective types of secondary education – relative to concrete types of schools and localities. Emphasis will be put upon the formation of so-called polyfunctional schools, i.e. schools offering study fields for all types of prospective clients – from fields intended for pupils with special education needs, via study fields ended with a final examination plus an Apprentice Certificate, to A-level study fields – that all in all forms of study. That activity had been completed in 2006.
2. Fixing the border limit for the total pupil rates attending a given school whilst taking into consideration the number of offered and realized study fields, at 300 or less. In terms of the school size, the determining factor is the total number of pupils enrolled in full-time study

[22] ***Translator´s note****: In the sense of the Czech term „obor", some other collocations are interchangeable, such as: branch, branch of study, subject, field of study, profession, job, line of business*

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courses. Elaborated in 2006 and upgraded in 2009. Enforcing the role of the promoter so that the foundations of the Backbone Schools Network are created by 2015 at the latest, due to insufficient activity of particularly small schools pursued in resolving their own future in novel economic and demographic terms and conditions. The activity proceeds on a continuous basis.

3. Requisition of standpoints of municipalities concerned. The activity proceeds on a continuous basis.
4. Should some municipalities show interest in maintaining the original number and spread of secondary schools – as opposed to proposed rationalization measures – they will be made an offer to take such schools over into full competence, i.e. including the promoter functions, and movable and immovable property. The activity proceeds on a continuous basis.

Pending Project realization, each and every respective school is approached on an individual basis, upon a pre-arranged procedure. In the first place, activity on the part of the school is assumed; only if the school fails to pursue sufficient activity, rationalization is kicked off by the Ústí Region acting as the promoter of such school. The procedure adopted for the solution of respective rationalization measures comprises the following steps:

1. Drawing up a draft of the rationalization measure. The proposal for a backbone school to be established may be submitted by the headmaster/headmistress (or a group of headmasters) of any school promoted by the Ústí Region Authority. The Proposal for the backbone school to be set up may further be elaborated by a task group, provided that – on the basis of an analysis of activities and results achieved by the schools concerned – it reaches a conclusion that sufficient terms and conditions exist for the creation of a backbone school.
2. Negotiation of the proposal with headmasters of the schools concerned.
3. Headmasters of the schools concerned shall address the draft/proposal in their Boards of Education and will ensure the standpoint thereon. The standpoint of Boards of Education is of information character.
4. Submission of the proposal with incorporated comments and amendments for approval to the Ústí Region Council.
5. Addressing the rationalization measures project in the Committee on Education, Training, and Employment.
6. At the point of the Council resolutions becoming legally effective, communicated in writing on the forthcoming step will be self-governing authorities at the schools locations, and the stance thereof will be attached to the proposal. Self-governing authorities in relevant school locations are entitled, as per their own decision – at any time – to independently take over and establish secondary schools, and thereafter decide on the further development thereof.
7. Submission of the draft/proposal for approval to the Ústí Region Council.

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C.5 Description of measures and actions

The Backbone Schools Network consists of two major activities: While activity No. 1 is the creation of the Backbone Schools Network, activity No. 2 comprises the Certification of selected backbone schools.

1) Creation of the Backbone Schools Network

That is the primary activity of the Project. The fundamental principles thereof are:

- The basic structure of the network of backbone schools will continue to be built in traditional seats; therein, a larger number of schools with a wider range thereof will be maintained – compliant with the requirements of the labour market (and of employers associations and investors in particular). The determining parameter shall be the development of the pupils´ rates and the economic efficiency of schools operation, namely – conditions permitting – of poly-functional schools offering a complete range of education options.
- In other localities, one larger-than-standard regional school is to be set up providing – conditions permitting – a complete original educational offer
- The optimum pupils´ rates in each and every separate legal entity pursuing the activities of a school ought to equal or exceed 600. The school ought to seek to maintain a sufficient average number of pupils for the study fields offered, i.e. no less than 30 pupils in three-year study courses, and 100 in case of banding pupils in study-field chunks into common classes. In case of four-year study courses, the said pupils´ rates ought not to drop below 90. Opening first years of study in study fields with a lower total pupils´ rates will only be feasible in respective schools upon a recommendation standpoint issued by the Department of education, youth and sports of the Regional Office Authority.
- Cooperation with headmasters in the creation of local projects, maximum possible utilization of activity of the schools engaged in the realization of the Backbone Schools Network. In preparing their drafts, schools shall especially build on the Long-term plan of education and development of the education system in Ústí Region for the period of 2008-2010, their own strategic materials, annual reports and self-evaluation.
- Engagement of employer entities into the creation of backbone school projects as per relevant localities.
- Any and all processes realized shall be based on current legislation enactments. They can only be put in place if based on valid decisions of the administrator of the Register of schools and of school facilities, i.e. the Ministry of education, youth and sports.

By 2015, the number of secondary schools is supposed to drop from 86 in 2006 to 58 in 2015, in an overwhelming majority through school mergers.

2) Certification of selected backbone schools

Having fulfilled the pre-set terms and conditions issued by the Ústí Regional Authority, a school where the first activity had already taken place, may apply to win the Backbone School of Ústí Region certificate.

In Stage I, the School is obliged to meet a couple of mandatory parameters. Those include obligations such as a) to be a poly-functional school and a backbone secondary school[23], b) to be disposing of a pupils´rates equalling or exceeding 800, c) to be cooperating with employers,

[23] called a "gymnasium" in the Czech Republic

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d) to be pursuing additional activities, e) to be offering leisure activities to pupils, f) to show results of international cooperation, and g) to have ensured necessary school services for pupils.

Provided that the school is meeting the abovementioned parameters, Phase II follows. It entails drawing up the Certificate application to be submitted to the Ústí regional Authority.

Steps taken subsequently by the Ústí Regional Authority:

1. Based on the school´s application, it will prepare materials to be addressed in respective work groups and commissions.
2. The draft is negotiated at the Permanent Work Group set up for the area of establishing the Backbone Schools network.
3. Subsequently, it is submitted for review and replenishment to the Committee on Education, Training, and Employment.
4. The ultimate draft containing any and all required parameters is submitted for approval to the Ústí Region Council.
5. Having negotiated the draft, the Council will decide whether or not the school concerned does meet the Backbone School parameters within a sufficient scope; concurrently, the Council make a decision on the award of the Certificate certifying the status of a Backbone School of Ústí Region.
6. Approved schools are awarded the Certificate and are entitled to use it for presentation purposes.

The assumption of the Ústí Regional Administration is that of 58 backbone schools, roughly 15 will have won the Certificate in 2015

Regional secondary schools show huge interest in the aforementioned certification. So far, as many as 6 certification applications have been submitted; they are being reviewed and considered at the Regional Administration office.

C.6 Resources mobilised

The Project does not have its own separated financial, material and human resources. It is materialized jointly with further admin matters at the Department of education, youth and sports of the Ústí Region Administration Authority, incl. pooling financial, human, and material resources allocated for the entire department to be running. It may be stated that engaged in the implementation of the Project is – to a varying extent – a staff of 50 of the Ústí Regional Authority plus an additional 200-strong group of secondary school employees.

C.7 Participating organisations and institutions

The Project is realized by the Department of education, youth and sports of the Regional Authority of Ústí Region.

Further on, engaged in the Project are any and all secondary schools established by the Ústí Regional Authority.

In order for the Project to be put in place, a *Permanent Work Group for the formation of a network of backbone schools* has been set up. The work group comprises of a total of 6 members ranking largely from within secondary school headmasters of the Ústí Region. The work group´s job agenda is to – on a continuous basis – evaluate the development of schools run in respective catchment localities, and come up with optimal solutions relating the network of backbone schools.

C.8 Outcomes

Over the 5 years from the launch of the Project, i.e. in one-half of the assumed duration thereof, major continuing outcomes have reported as follows:

- A drop in the number of schools from 86 in 2006 to 73 in 2010 has taken place.
- When 2005 and 2010 figures are compared, a drop of almost 5 thousand in the number of students staying at secondary schools set up by the Ústí Regional Authority has been reported. The figure has even surpassed the outlook made in 2006.
- Total annual operating expenses of regional secondary schools are – within the years under observation - ranging on a stable level of about 300 million CZK per annum.
- The average size of the school had - in 2010 - increased to 532 pupils per school, that means an increase by 42 pupils in comparison to 2005. Provided that the initial number of 86 schools, the average pupils´ rate per school in 2010 was even merely 376.

The process of secondary school concentration goes on pursuant to original assumptions. Corresponding therewith is the gradual increase in average pupils´ rates per school, namely even despite the higher-than-assumed decrease in the number of students. As far as the positive impact upon financing of school facilities, it is not becoming manifest that significantly. It nonetheless has to do with anticipated short-term enhanced expenses ensuing from school mergers.

It may therefore be suggested that – in the middle of the project realization time – the continuous outcomes thereof are compliant with initial assumptions. However, a high likelihood exists that the project will be completed within the set deadline, and that the set forth indicators shall be fulfilled.

C.9 Situation after launching the project

As is underpinned by the explanation to the previous items, at the moment it first and foremost is the non-financial impact of the concentration of schools and of the creation of so important local education hubs that stand prepared for the ongoing negative development of the demographic situation.

Contrary to the aforementioned, follow-up economic results of the Project, and the clearance of the problem with secondary school, will start to become strongly manifest with the approaching end of the Project.

On the other hand, as things currently stand, a couple of positive impacts have started to manifest themselves even in the aforementioned area. A comparison of average operating expenses in schools where the Project was realized with non-Project schools, a Project school

vs. a Non-Project School has in year 2010, on average, 627 thousand CZK operating means more than if the Project did not get realized at all (see the following Chart).

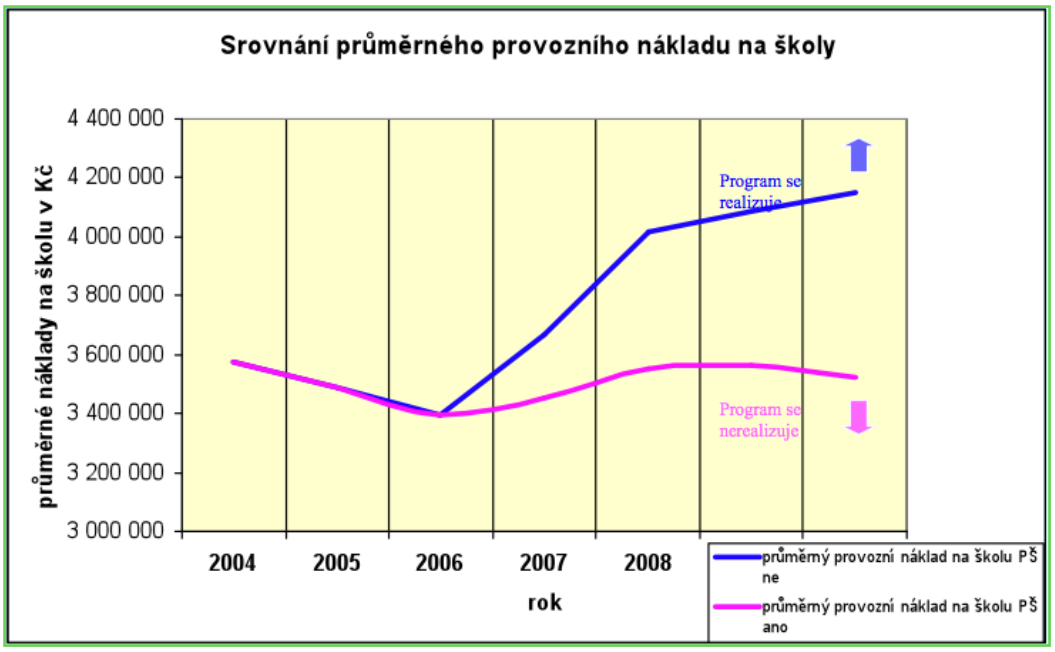

Figure 7: A comparison of average operating costs for schools Source: Presentation of the School system in Ústí Region; current situation and development from 2001, 2010.

The school may invest the said financial means into its development and improvement of school and out-of-school activities. How such investments are going to manifest themselves after other problems of the region, such as unemployment, low intellectual standard, low entrepreneurial activity, etc., are resolved, is impossible to determine at the moment.

C.10 Sustainability

In the Czech Republic, the system of state-run secondary schools is not financially independent; it therefore has to rely upon donations and subsidies granted thereto by municipalities, regions and/or the state.

Among others, the said Project aims to achieve – through reductions and mergers of education facilities – a significant reduction in mandatory spending of respective schools. With the Ústí Region intending to maintain even in the years to come the current level of regular annual subsidies provided by the regional authority, the schools will have the opportunity to use the greater part of the financial resources for their own development activities. In that way, in terms of the future, the realization of the Project out to boost the level and quality of the provided secondary school education. Results obtained thus far serve as proof that we are getting along well.

C.11 Lessons learnt

1st Conceptual solution of the Project:

In the course of Project´s realization, the conceptual solution and the set-up of the entire Project have proven effective. Compared with some other regions in the Czech Republic, that are tackling the education structure issue *ad hoc*, in Ústí Region, implications of a long-term conceptual solution manifest themselves.

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2nd Positive experience with the "Backbone School of Ústí Region" certificate:

Contrary to the initial assumption, schools tend to show high interest in attainment of the Certificate. At the moment, as many as 6 schools have submitted the complete Certificate application, and those are currently evaluated by the Ústí Region administration. The cause of such high interest in the Certificate is the positive impact thereof upon a positive perception of the overall level of a given school.

3rd Impact of the economic crisis:

The original premises upon which the first draft of backbone schools had rested are further exacerbated by the impact of the economic and financial crises, meaning that associated with the adverse demographic development became moreover lack of financial means going particularly into the operation of schools and school facilities. New objectively existing conditions called for a number of measures to be adopted largely in the area of financing the regional school system. The originally planned three-year transition period in which normative financing of school operations (characterized with normative per pupil) was assumed to be put in place on a step-by-step basis, had to be shortened to just 2 years – with the stipulation that it is in full force and effect from as early as 2010. In the new situation, the originally stability-wise set minimum and optimum numbers of pupils have proved to be unsatisfactory.

C.12 Transferability

Whereas the Project concerned is a scheme that reduces the financial demandingness of operation of school facilities through savings in mandatory expenses, and through shifting those into investments for improving the professional quality of tuition, it had – from the very outset of the project - been counted on the possibility of making use of gained experience and of the good practice in other regions of the Czech Republic, or even in the European Union.

On the basis of experiences gained with the realization thereof so far, the following major inevitable aspects, serving as a prerequisite for the transferability thereof, and utilizability in other regions, are to be identified:

- Within a given region, just one major provider of education facilities must be operating. No matter whether it is the state, region/regional administration, municipality, or another entity.
- A relatively high number and of schools with a high number of various types of schools.
- Operation of schools will have to depend on contributions and subsidies of the public sector that has only limited resources for the activity concerned.
- A territory thus tackled must be facing - in near future - a negative development in terms of its demographic situation, i.e. stagnation or a drop in the number of inhabitants. However, in a modified version, the Project may moreover be applied to regions marked with a population growth.

Concrete terms and conditions for the application of the Project in other regions of the Czech Republic and other countries will only be possible to precisely identify upon the completion and ultimate evaluation of the Project.

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D. Budget

Total Budget of Backbone School Network
The Project is realized by the Department of Education, youth and sports of the Regional Authority of Ústí Region. At the aforementioned Department, no respective Project Team featuring its own members, a defined budget and additional resources is established. The realization of the Project takes place hand in hand with other paper work of the Department of education, including sharing the financial, human and material resources allocated for running the entire Department. The most significant expenses are those incurred on school mergers. The amount of those expenses differs significantly on a case by case basis. While in some instances only admin expenses are involved in the order of tens of thousands of CZK, in other ones related investments need to be realized, with costs reaching millions CZK.

E. SWOT-Analysis

STRENGTHS	**WEAKNESSES**
- Concentration of a wide offer of education programmes into backbone schools. - Reduction of operating and staff costs in schools. - Lower cost-effectiveness per one pupil. - Centralization of fields (of study) into one single institute – more transparent situation for potential employers. - Motivation of schools to boost quality and spread the provided education and related services and activities.	- Lowered number of job positions for teachers. - Higher initial expenses going into the creation of backbone schools. - Problems with the capacity of additional/optional services (eating halls, accommodation).

OPPORTUNITIES	**THREATS**
- Increase of professional quality of tuition. - More cost-effective utilization of school buildings and premises. - Increase in the amount of financial means going into major and optional activities pursued by schools. - Better opportunity to adjust education offers relative to the labour market demand and craft/occupational balance. - A change to apply the good practice both in the Czech Republic and the European Union.	- Higher requirements in terms of school management quality. - Impossibility to precisely set the final number and shape of backbone schools. - The normative method of school financing puts at a disadvantage education programmes characterized by higher-than-standard financial requirements.

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3.3.2 Case Study "Stipends for secondary school pupils and university students"

Name of Initiative:	**"Stipends for secondary school pupils and students"**
Country/Area:	Usti Region
Name of the Partner Organisation	Ústí Region – Department for Regional Development
Contact Person: Phone: Email: Address:	Lucie Kuželová (Officer Department for Regional Development) +420 475 657 501 kuzelova.l@kr-ustecky.cz Ústí Region Velká Hradební 3118/48 400 02 Ústí nad Labem Czech Republic
Type of Organisation	Regional Government
Field of activity (and sub-topic of the initiative)	• job Creation and training initiatives (job creation schemes and support for hiring staff) • service of general interest (education) • social initiatives (housing)

A. Overview of the initiative:

The *Stipend for secondary school pupils and university students* programme (hereinafter only: "the Programme") is an activity aimed at enhancing the intellectual standard in Ústí Region. It epitomizes one of the fundamental strategies of the Ústí Region Authority pursued in the school system. The Programme is characterized by two major objectives.

Firstly, it seeks to improve the education structure of the region through enhancing the number of inhabitants with a university degree. To be more specific, the Programme intends to provide support for students of Ústí Region to study at universities in the Czech Republic, with the stipulation that upon completion of their studies, graduates will work or pursue business activities in Ústí Region. The Programme is supposed to motivate pupils of secondary schools to continue – having taken their A-levels – in pursuing some type of tertiary studies.

The second objective of the Programme is to safeguard a sufficient number of secondary school-leavers qualifying for lines of business that are vainly requested for on the labour Region´s labour market by both small and big employers. The Programme ought to motivate pupils in the highest classes of grade schools to acquire secondary-school education in longitudinally scarce study fields that continue to be requested for by the labour market. That will lead to an increase in the number of pupils entering year one of studies of supported study fields, and to sustaining the number thereof even in the course of studies.

As a result, the entire Programme will lead to safeguarding a sufficient number of staff in domains facing - in future - the risk of insufficient occurrence. Through the support of university education, an overall increase in the education structure of the population of Ústí Region is concurrently anticipated – up to a level of no less than the average of the Czech Republic.
In both instances, it is the chance to win a stipend that motivates students and pupils to engage in the Programme.

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B. Description whether the initiative is part of a more general action programme or strategy

The aforementioned Programme directly fulfils the objectives of these regional developmental documents and policies:

1) The strategy of sustainable development of Ústí Region.

The Programme fulfils the objective of *"Improving education, qualifications and the competitive strength of inhabitants of Ústí Region on the labour market"* within the framework of Priority Axis I – *Effective economy and employment*.

2) Programme of Ústí Region development in 2008 – 2013

The Programme fulfils the objective of *"Supporting the growth of education of Ústí Region inhabitants compliant with labour market requirements"* of the partial measure of Development of education within the framework of Priority 2 – *Development of human resources.*

3) The strategy of Ústí Region human resources development

The Programme fulfils strategic objectives V2 - *"Safeguarding consistency of professional preparation of pupils in schools with the requirements of the labour market",* and V5 - *"Development of tertiary education".* Within the strategic objective V2, the Programme directly fulfils measure V2.1 - *"Compliant with outputs from data-acquiring systems, coordi-nate development in the area of education in the direction towards demanded fields of studies".* As part of V5 strategic objective, the Programme directly fulfils measure V5.1 - *"Cooperation with universities within the region on extension projects".*

4) Agreement on post-election cooperation for the electoral term of 2008 – 2012

Part of the Programme pertaining the support of selected study fields on secondary schools constitutes part of the *Incentive programmes for secondary education facilities in Ústí Region* package that is part of the agreement on post-election cooperation.

C. Full description of the initiative
C.1 Situation before project launch

Ústí Region is chronically known to have an unfavourable education structure of its inhabitants. Compared with the average of the Czech Republic, the region is the home of a high proportion of individuals with the lowest level of education completed and, conversely, with the lowest proportion of university graduates. When measured through the education index, not even the best district in Ústí Region reaches the level of the Czech Republic (see more detailed reference in the Table herebelow). The low education level of the population is one of the causes why the region keeps longitudinally showing high rates of unemployment, particularly in areas undergoing restructuring of industry and of brown-coal production.

At the same time, the 1990s in Ústí Region were marked – as the entire Czech Republic - by a significant drop in the interest of pupils in secondary-school technical fields of study. Quite the opposite, dramatically increased has interest in arts & humanities, language and economic studies which manifested itself in an increase of the number of grammar schools (gymnasiums). The point here however is that – in Ústí Region - the number of job positions for these secondary school graduates is limited. As a result, these employees often leave Ústí Region to find a job elsewhere in the Czech Republic, particularly in Prague. Concurrently, a lack of specialists in some traditional technical lines of business started to be become manifest. That largely entails specialism such as applied chemistry, machinery mechanic, plumber and/or sanitary engineer specialism.

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The Ústí Region development strategy had set priorities oriented towards economic development, human resources development, social welfare, healthcare, the labour market, development of agriculture and rural development, towards revitalisation, environmental protection and development of infrastructure. Real changes can be realized only through slickly prepared people; that is why the development of human resources constitutes a significant, non-neglectable and integrating constituent of the region´s priorities. The Region therefore seeks to – on a sep-by-step basis – eliminate the weak points of human resources development, among which the population´s unsatisfactory education and qualifications structure, and hence invariably a low percentage university graduated individuals are ranking.

Okres	Počet obyvatel do 15 let	Počet obyvatel podle vzdělání			Podíl obyvatel podle vzdělání			Index vzdělanosti
		ZŠ	SŠ	VŠ	ZŠ	SŠ	VŠ	
ČR	8 575 198	5 381 568	2 431 171	762 459	62,76	28,35	8,89	46,13
Ústecký kraj	681 355	473 218	171 639	36 498	69,45	25,19	5,36	35,90
Děčín	111 143	78 431	27 673	5 039	70,57	24,90	4,53	33,97
Chomutov	102 862	73 818	24 434	4 610	71,76	23,75	4,48	32,72
Litoměřice	95 708	65 559	24 734	5 415	68,50	25,84	5,66	37,16
Louny	71 378	49 745	17 739	3 894	69,69	24,85	5,46	35,76
Most	96 995	68 463	23 441	5 091	70,58	24,17	5,25	34,66
Teplice	105 343	74 739	25 394	5 210	70,95	24,11	4,95	34,00
Ústí n. L.	97 926	62 463	28 224	7 239	63,79	28,82	7,39	43,61

Table 3: Education structure of population residing in respective districts of Ústí Region (2001). Source: Ústí Region Development Programme[24]

That is why the Ústí Region approved and – on a step-by-step basis – launched the realization of the *Stipend for secondary school pupils and university students'* programme. As part of the said Programme, first launched was an incentive Programme intended for students from the Ústí region, currently studying on universities (since the academic year of 2004/2005). Subsequently, the Programme was extended to moreover cover even pupils attending selected secondary-school field of study demanded by the labour market. The assumed future outcome of the measure is an improved education structure of the region´s population; concurrently, the consistency therewith with the labour market demand is assumed to get strengthened.

[24] **Note:** Počet obyvatel podle vzdělání = population according to education; podíl obyvatel podle vzdělání = population accordind to education (%). ZŠ = population either without any education, incomplete or 8th grade education, with incomplete secondary or unidentified education; SŠ = population with General upper secondary education (with GCSE) including vocational upper secondary education; VŠ = population with a tertiary education including bachelor degree holders. The education index (Index vzdělanosti) is calculated as a sum of the quotient of inhabitants with a secondary education and the double of the proportion of university graduated population.

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C.2 List of key dates

- 2004 – identification of major problems, objectives, and strategy of the Programme, approval thereof in the Ústí Region Council, and commencement of the provision of stipends for university students.
- Since 2008 – stabilisation of the number of stipends granted at the level of 200 per annum.
- 2009 – in response to the demand of the labour market, a Programme extension was put in place, i.e. even students of selected secondary school study fields were eligible for a stipend.
- Academic year 2010/2011 – the milestone of 1 thousand stipends granted – within the life of the programme - to university students.

C.3 Procedure for setting priorities, objectives, measures to be implemented and results and outcomes

The core documents for the realisation of the programme are *"Rules for the provision of Ústí Region Stipend"* and *"Stipend for Secondary School Pupils of Selected study fields"*. These documents set forth basic parameters for the provision of stipends, the way of the provision thereof, the procedure applied in applying therefor, the procedure for tackling the applications, and set the basic financial framework. The documents were drawn up, negotiated and ultimately approved by the Ústí Region Council. While the Ústí Region Stipend for university students was approved in 2004, the Ústí Region Stipend for secondary school students allocated in selected fields of study was approved 2009. The documents at any time apply for the concrete school/academic year. Based on acquired insights and the progress of implementation of the Programme, the said documents are updated and approved.

In a climate of an unfavourable educational and qualifications level of Ústí Region population, the aims of the Programme are as follows:

- To improve the education structure of the region´s population;
- to attain an education and qualifications structure of the population that will be compliant with the labour market demands;
- to increase the number of students entering the first year of a university, and of pupils of subsidized secondary school fields of study;
- to increase the number of successful graduates of subsidized fields of study;
- to reduce the number of pupils who prematurely quit the education process in case of selected secondary study fields;
- to eliminated the pull out from Ústí Region of graduates completing their studies.

The following major outputs of the Programme are assumed:

- sustaining the subsidized fields of study on secondary schools study offers;
- regular openings of 1st year classes of subsidized fields of secondary-school studies, and filling them up to 28 – 30 pupils;
- Boosting the number of graduated inhabitants and – most importantly – making them stay in Ústí Region;
- Provide a regular annual amount of 200 stipends for university students, and attainment of 100 new stipend-holding students per annum.

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C.4 Implementation process and description of measures and actions

The Programme was launched in 2004 upon approval of the *"Rules for the provision of Ústí Region Stipend"* document, dealing with stipends paid to university students. The programme was extended via approval of the *"Stipends for secondary school pupils in selected study fields"* document in 2009, covering the issue of stipends for pupils of selected secondary school fields of study.

The provision of stipends to university students was launched with the academic year of 2004/2005. The stipend is provided by the Regional Authority of Ústí Region directly to particular students, and the following procedure is followed:

- Ústí Region Stipend applications are gathered at the Department of education, youth and sports of the Regional Authority of Ústí Region;
- the Department of education, youth and sports of the Regional Authority of Ústí Region checks the completeness of applications received. Applications failing to meet the announced requirements discarded from further proceedings which the applicant is advised of in writing;
- current stipend-holding students meeting all requirements including those ensuing from the concluded Agreement on allocation into the Ústí Region Stipend Programme, have their stipends credited – via transfer – to their current account;
- new stipend-holders for each academic year are decided by a lot drawn from all new applications fulfilling the requirements set in these regulations, namely by no longer than 31 October of each calendar year. In case that the number of applicants is lower than the number of stipend-holders newly placed in the given academic year, then all applicants fulfilling in these regulations the set requirements for being assigned to the stipend Programme without any prior drawing;
- the stipend is provided after the agreement is signed.

The provision of stipends for pupils of selected study fields of secondary schools was launched since the school year 2009/2010. The stipend is provided to pupils by the Regional Authority of Ústí Region via secondary schools engaged. To secondary schools involved in the Programme, the following rules apply:

- Financial means are provided to schools by the Region as an increase of the operating expenses subsidy;
- the basis documentation for the provision of the financial means is at any time the performance record of the regional school system (the Opening Record);
- accounting of the school´s financial means is to be completed by no later than 31 August;
- non-used financial means will be returned to the provider´s account;
- the amount of financial means determined to be paid out as a contribution is set for a calendar year (i.e. 10 months)
- By participating in the programme, no legal entitlement to the provision of financial means accrues to secondary schools. Pupils start to be entitled to drawing a subsidy from their secondary school only when and after the requirements for the provision of the subsidy are fulfilled, up to the amount thereof, and exclusively within the framework of financial means provided to the school through the Programme.

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C.5 Description of measures and actions:

The Programme Stipend for pupils of secondary schools and university students consists of two major activities. While one is the Stipend for university students, the other is referred to as the Stipend for secondary school pupils in selected study fields.

3) Stipends for university students

The stipend is provided by the Ústí Region Regional Authority – directly to concrete students, on the basis of a signed contract.

The core principles of the activity are as follows:

- The stipend may be provided for the given academic year to selected students of on-site study courses on universities in the Czech Republic, studying specializations accredited by the Ministry of education, youth and sports of the Czech Republic;
- the stipend applicant is supposed to have his permanent abode within the territory of Ústí Region.
- the stipend will be provided for a maximum period of one more year than is the standard length of studies of the study Programme opted for (or rather "field of studies");
- the stipend applicant must be a student of his first on-site university study course, and a graduate of the first or higher year of studies;
- based upon selection, the stipend may be provided to students that are achieving – in course of their studies at the university – excellent study accomplishments. The applicant´s study average in the most recently passed year must not exceed 1,8;
- the stipend application form must be submitted by no later than 5 October of the given calendar year – to the Department of education, youth and sports of Ústí Region Regional Authority;
- the stipend per one student is set – for the given academic year - by the amount of 20 000 CZK;
- the number of stipend-holders newly incorporated into the stipend programme of Ústí Region for the given academic year is approved by the Ústí Region Council.

On a gradual basis, the level of 200 stipends provided annually ought to be reached. That activity shall play a major role in the fulfilment of the objective of improving the quality of the population structure of Ústí region population.

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4) Stipends for secondary school pupils in selected study fields

The activity is intended for secondary schools run on the territory of Ústí Region – without distinction of school authority. Ask for assignment into the Programme may any secondary school that is offering the aforementioned study fields, and has – since school year 2009/2010 in the said field opened in 1st year no less than one group for vocational training instruction. Currently a total of 21 secondary schools from within Ústí Region are engaging in the Programme.

Study form	Name of study field
Full-time	Upholsterer
full-time	plumber
full-time	Sheet metal worker – construction work
full-time	Toile-layer
full-time	Roofer
full-time	Carpenter
full-time	Butcher
full-time	Locksmith / Machine mechanic
full-time	Bricklayer
full-time	Applied chemistry

Table 4: A list of subsidized education fields

Subsidized education fields may change on a year-to-year basis, to fit the needs and requirements of the labour market. For the (second) school year of 2010/2011 they remain identical.

Financial means for the stipends are provided to the schools engaged in the Program by the Regional Authority of Ústí Region for the relevant calendar year according to the Register of the number of pupils enrolled in subsidized education fields. Pupils who meet the set criteria such as excellent conduct, zero unauthorized absence, successful completion of the relevant year of studies, and suchlike, are paid the stipend by their concrete school, namely three-times per year.

According to information gained from schools, the said activity is meeting with a positive response; for the time being, it may be stated that it keeps pupils motivated to improve their study accomplishments.

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C.6 Resources mobilised

The Programme does not dispose with its own separated financial, material and human resources. It is realised hand in hand with other admin agenda tackled by the Department of education, youth and sports of the Regional Authority of Ústí Region – incl. sharing financial, human and material resources allocated for the functioning of the entire Department. It nonetheless is within the framework of the Department of education that the overwhelming majority of the Programme activities are being performed by a staff of three.

C.7 Participating organisations and institutions

The Programme is realised by the Department of education, youth and sports of the Regional Authority of Ústí Region.

Engage in the Programme may secondary schools operating on the territory of Ústí Region, without distinction of the school authority. As for incorporation into the Programme may any secondary school that is offering the said education fields, and has opened in such study field – since the 2009/2010 school year – in the 1st year no less than one class for instruction of some of the given fields. Currently a total of 21 secondary schools run in Ústí Region are engaged in the Programme; they have opened a total of 37 classes of subsidized education fields.

C.8 Outcomes

Over the 7 years of the Programme being partially launched, or rather: within one single year of the Programme being fully in place, the following major outputs have been posted:

- The planned levels of 200 stipends provided to university students and of 100 new stipend-holders per annum were achieved;
- Over the entire period of the Programme realisation, a total of stipends for university students exceeding 1 thousand have been provided;
- Secondary schools show high interest in opening grades of selected subsidized education fields.

In terms of realisation of the part of Programme relating stipends for university students, after seven years, several key outputs have been fulfilled. However, the fulfilment of the Programme´s major output, i.e. improvement of the population´s intellectual standard, can not be verified yet due to missing statistical data (for more details see text below).

Conversely, the realisation of Part Two of the Programme relating stipends for pupils of selected education fields taught on secondary schools, has only just commenced. That is why the fulfilment of relevant indicators and outputs cannot be substantiated yet.

It may hence be pointed out that continual outputs are compliant with the programme realisation pursued so far. Hence, there´s a strong likelihood that indicators set by the Programme will be fulfilled.

C.9 Situation after launching the project

Part of the Programme comprising stipends for university students was launched as far back as in 2004, and is therefore in its 7th year. As stated here above, over that time, some major outputs of the Programme have been achieved. Elimination of the key problem tackled by the said part of the Programme, i.e. of the low intellectual standard of the Region´s population, will however not be possible to verify until after the end of 2011. the point here is that statistical data on the population´s intellectual standard are only kept track of in periods when a CR

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census[25] is made. While currently used figures date back to 2001, outputs from the prepared CR census, scheduled to take place in spring 2011, will only be available in late 2011.

As against the above, stipends for pupils of selected secondary school education fields were for the first time announced in the school year 2009/2010, and will be announced for each forthcoming school year, particularly as a way of updating the number of subsidized pupils compliant with the school system performance records, serving as a way of determining the amount of cost necessary for the Programme realisation.

Similarly, it has not been possible to specify whether or not some kind of motivation is present in basic school pupils leaving the highest grade thereof, to acquire secondary education in selected stipend-providing education fields. That will only be possible to assess after a longer period of time. According to information gained from schools, the Programme is enjoying a positive response; thus far it may be set forth that – as far as academic achievement and absence are concerned - there unambiguously is some motivation present in pupils.

From the above it therefore follows that interest in the Programme exists, and that first positive outputs have been recorded. The standing outputs of the Programme realisation therefore serve as proof that the Programme´s assumed objectives could be achieved in the future.

C.10 Sustainability

The Programme from Ústí Region´s own initiative and is fully financed exclusively from the budget thereof. Not engaged in the Programme, neither assumed to be engaged therein in future, are financial resources of third parties (such as subsidies granted by the EU, the state, entrepreneurs, etc.).

The Programme has only indirect positive financial impacts upon the Region´s budget, and those will not ensure self-financing thereof. An increase in the education and qualification levels of the Region´s population is supposed to a decrease in unemployment rates, an improved job qualifications level, and higher average salaries. These are positive outputs that ought to subsequently become reflected in increased tax receipts flowing into the Region´s budget.

C.11 Lessons learnt

1) Positive experience with the approach of secondary schools

Despite the fairly short period of existence of stipends for pupils of selected secondary school education fields, the Ústí Region has met with a high interest on the part of secondary schools in opening grades/years of selected technical fields/crafts and in the provision of stipends to the pupils thereof. As early as in the first school year, altogether 21 secondary schools got engaged in the Programme. Together, they distributed among pupils of subsidised study fields stipends in the amount of almost 1 million CZK.

2) Administrative demandingness of the Programme

As against original assumptions, the Programme proved to be more demanding in terms of admin agenda, particularly in arranging stipends for university students. Whereas stipends going to pupils of secondary schools are distributed by the Region through secondary schools, stipends for university students are provided directly by the Regional Authority. At the same time, in case of university students it is a lot more difficult to keep track of the studies proper and the subsequent employment relationship; the reason here is that involved becomes a number of less substantial study factors (such as extension of studies, failure to complete studies, choosing a different study course, parallel study programme, further studies abroad,

[25] i.e. census of population, apartments and homes

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and suchlike), or other factors such as part-time employment relationship, mother and parental leaves, etc.

C.12 Transferability

The Programme responds to the unsuitable education and qualifications structure of Ústí Region´s population. In the form of providing stipends, it seeks to motivate young people to acquire a type of education that will provide them with a better placement on the labour market within the Ústí Region. Given the orientation of the Programme, the possibility of applying the gained experience, and the good practice, in other regions of the Czech Republic, or even in EU countries, was assumed since the very launch of the Programme.

Based on the experience gained so far with the realisation of the Programme, the main aspects conditioning the transferability and utilisation thereof in other regions are as follows:

- The (assumed) region must be undergoing a negative development of its population's education structure;
- changes in the structure of school graduates; the structure fails to match the labour market demands;
- active approach and cooperation of entrepreneurs and employers in defining the demands of the labour market and in setting education programmes;
- willingness of the Regional Administration/region to realise the Programme on the awareness that the region is an area in which a positive impact will only become manifested after a relatively long period of time.

Concrete terms and conditions necessary for the application of the Programme in other regions of the Czech Republic and other EU countries will only be possible after the completion and ultimate evaluation of the Programme.

Jan Evangelista Purkyně University Ústí nad Labem, CZ

D. Budget

Total Budget of "Stipends for secondary school pupils and students"	**5.000.000 CZK school year 2009/2010**
Stipends for university students	4.000.000 CZK
Stipends for secondary school pupils	1.000.000 CZK
Total amount 1st – 7th programme-year	22.000.000 CZK (1.100 stipends to university students)

E. SWOT-Analysis

STRENGTHS	**WEAKNESSES**
- Sustaining the selected fields/crafts on secondary schools jeopardized with the risk of cessation of existence due to poor interest on the part of pupils; - increasing the pupils rates on secondary schools running technical fields/crafts; - increasing the number of secondary school graduates willing to continue their studies on universities; - small financial demandingness of the Programme.	- High admin demandingness of the Programme; - Necessity to – on an annual basis – approve financial means intended for stipends.

OPPORTUNITIES	**THREATS**
- Improvement of expert quality of instruction - Development of Region´s economy thanks to a wide spectrum of top-quality employees - Enhancement of the education structure of Ústí Region population - Opportunities for adjustment of subsidized fields/crafts on secondary schools – depending on the labour market demand and balance in education fields - Possibility to apply good practices in both the Czech republic and EU countries.	- Problematic enforcing of stipends already provided - Impossibility to precisely set the total costs and the time period available for the Programme realisation - Positive outputs of the Programme typically become manifest after a longer-than-standard period of time.

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3.4 Novara

Novara is a province in the Piedmont region of Italy. Its capital is the city of Novara. The province has an area of 1,339 km2, and a total population of 365.156 (2008). Novara lays in a strategic position between Milan and Turin. The province is divided into 88 towns and villages, and the biggest ones of them are Novara itself, Borgomanero, and Arona. Rice is grown in the southern part of the province with an extensive irrigation network and a large amount of canals. The north is characterized by a hilly landscape with vineyards and forests. The highest mountain of the province is the Mottarone, with an altitude of 1491 m. Two lakes are located in the province, the bigger one of them is the well known "Lago Maggiore" and the second one is called "Lago d'Orta".

Strengths of the province are the increase of the population as a result of a high, positive migration balance. In comparison to the average income level, the level of income per person in the Novara province is a medium high one. A high density of manufacturing activities in the fields of engineering and chemical industries can be observed with a strong focus on exports.

Weaknesses are the lack of university-faculties for engineering and architecture. The unemployment rate of the youth is very high especially for young women. A lack of professional well trained workers can be observed in the technical industry. There are many initiatives for an educational and vocational guidance which are very fragmented and by that hard to recognize.

On the income side the province has a low attractiveness for foreign investments. The corporate landscape is rife with SMEs, which have serious problems with the attraction of young graduates.

An opportunity could be the current planning of renewal of some important structures: the new "City of Health" might have a positive effect for the province, and the new campus of economics could generate a widened level of expertise for the economic system. A new course of the university in biotechnology might attract some new scientists. Specialized groups bundled in consortia can strengthen the development.

Threats could be the attraction for students, graduates and scientists exerted from universities of other regions, like the universities in the close provinces of Turin and Milan. The ongoing process of de-industrialization might tighten the job market and in addition to this the cut of several jobs. A lack of graduates and scientists will lead to a loss of competitiveness of the regions enterprises and with this to a relocation of the decision makers of local companies.

In conclusion it can be said that:

- the strengths can be used to take the opportunity for the creation of a network including universities, hospitals, high schools and other centers. The network should be promoted in other provinces to enhance the positive experiences that are made in the Novara region.
- new business based on innovative ideas are to be funded by forms of public and private financing. For facing the threats, the strengths can enhance the experiences of the region in specialized local production chains.
- weaknesses should be reduced by taking the chance to strengthen the educational and vocational guidance activities in new ways, with the help of e-learning approaches or the promotion of job opportunities online and the close collaboration of all involved institutions.
- threats which are meeting the regional weaknesses should be faced by the encouraging of new production facilities by integrated forms of information and communication. The education system should be linked with local business needs and be updated by a systematic monitoring.

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3.4.1 Case Study "Foundation for Upper Technical Institute for Sustainable Mobility Aerospace/ Mechatronic – ITS (ITS Foundation)"

Name of Initiative:	**Foundation for Upper Technical Institute for Sustainable Mobility Aerospace/ Mechatronic – ITS (ITS Foundation)"**
Country/Area:	Province of Novara
Name of the Partner Organisation:	Province of Novara
Contact Person: Phone: Email: Address:	Valerio Cipolli (Project Manager) +39 0321 378273 yura@provincia.novara.it Provincia di Novara Piazza Matteotti n.1 28100 Novara
Support Institution:	„Istituto Tecnico Superiore per la Mobilità sostenibile-AEROSPAZIO/MECCATRONICA" Foundation. Turin
Type of Organisation:	Foundation
Field of activity (and sub-topic of the initiative)	• Fostering the Industrial Fabric (Initiatives to foster and support entrepreneurs) • Job Creation and training initiatives (educational and training programmes)

A. Overview of the initiative:

In Italy the gap of the matching between professional needs and training offers at high qualified skill level is a bad problem, and it causes a relevant part of young people's unemployment. In the Province of Novara, a new industrial activity is going to start in a few months, and public and private actors have decided to cover this gap with a specific intervention with the aim to create new skills on the basis of the professional needs expressed by the industry, and using the existing system of training activities carried out by the local system of public high technical schools.

The result of these efforts is a specific association including all the organisations involved in this project, that will produce training courses devoted to high technical skills requested by the companies, with the right characteristics and at the sharp time they are needed.

The association has been established at regional level and it includes private companies, high technical schools, entrepreneurs' associations, universities, local authorities (the Regional government, and a couple of Provinces) and training centres.

All the produced training activities will be discussed and decided by the Steering Committee of the Foundation, composed by the representatives of private and public actors. The relevant training courses will be supported by the Piedmont Region through the ESF.

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B. Description whether the initiative is part of a more general action programme or strategy

During these last years, the Province of Novara reinforced its activity in the field of the orientation and of the careers guidance, mostly for what concerns the youngsters. The action we are introducing with this Case Study shows the active participation of the Province in each initiative involving public and private actors busy at developing strategic policies of orientation. The ITS Foundation is a brand new actor the Province is part of, whose aim is to create a positive and new atmosphere of cooperation between all the most important actors of the regional economy, raising the funds necessary to implement the project.

C. Full description of the initiative

C.1 Situation before project launch

The Province of Novara is a highly industrialised area, which suffered from the general industrial crisis a bit less than many other areas. Its industrial district is still a relevant part of the local economy and employment: some sectors are reducing (textile) and some other are increasing (mechanics, chemistry). All these industries have reached a high level of technological development, and their professional needs have consequently evolved. The public and private systems of high technical schools and training centres have some difficulties in following all these changes, and often their output in training activities is not properly tuned, for kind and time, with the indications expressed by the companies. This gap causes an increase of young people's unemployment (now reaching the 20% in Northern Italy, and 30% average in Italy with peaks at 50% in Southern Italy) as well as a migration of young talents from Novara's territory to the bordering Province of Milan, which offers more opportunities. This situation has become almost "historical", apparently with no solution: a sort of vicious circle where young and often degreed people look at Milan searching for a job, and the enterprises avoid to install new plants of high technological profile in a territory where it's difficult to find out technicians enough with a proper preparation. Furthermore, old companies suffer from a further gap due to the additional costs related to the search and the "training on the field" of the requested technicians, also due to the wrong choice of many young people, owing high level degrees but referring to economical fields where it's very hard to find a good job. This is the reality to be faced with adequate initiatives, among which we have "ITS Foundation".

C.2 List of key dates

In 2008 the Italian Government decided to install the new factory for assembling F35 fight-bomber aircrafts, according with a previous agreement signed with NATO. In the same year Alenia, a company of Finmeccanica group, was given the responsibility of carrying out the plant and it chose Novara as the adequate site, due to the fact that close to Novara there is an air force airport where the plant can be built. At the beginning of 2009 Alenia indicated to the local authorities the need to have high qualified technicians for the new factory. In Autumn 2009 a debate was started about the best way to arrange the most adequate training courses. In 2010 the new organisation (ITS Foundation) was established, with the initial objective to design the new courses. During Spring 2011 an orientation activity will be carried out in high technical schools, and in Autumn the new training course will begin, addressed to graduate students.

C.3 Procedure for setting priorities, objectives, measures to be implemented and results and outcomes

The most important objective of the project is to set up a training activity able to create technicians with the skills requested by the companies managing the industries whose plants will be in the provincial area. The target in Novara is to have, at least, some 30 technicians trained and employed within the end of the course. The initiative was started by Alenia, but it had an immediate and positive reaction among all the other actors. The first problem to solve was the complication caused by the great number of schools and training centres to be

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involved, as well as by the number of regional territories that could have an interest in the matter. At the end, two territories were chosen for the experimentation: Turin and Novara. The involvement of the local authorities was crucial to assure the approval of the population. But the schools and the training centres had to be coordinated by an upper authority, giving warrant of an impartial management of the intervention, and this is the role of Piedmont Region which also rules the use of ESF on its territory. Furthermore, the Region worked for the involvement of all the most relevant entrepreneurial associations to reach the approval and the contribution of the industrial world. All these actors together decided to constitute the ITS Foundation to design and carry out the training courses.

C.4 Implementation process

To be properly designed, a training course needs to have inputs about the features of the skills to be produced, analysts able to translate these information in training pathways, which must be formed about the things to be taught and the ways to teach them, as well as adequate teaching tools. Generally, the first input is furnished with a survey about territorial professional needs but, in this case, the direct involvement of the companies having the perspective to hire the trained technicians, as well as the industrialists with a more general knowledge of the situation, is a sufficient warrant to assure the competence of the information. In this case, the design of the courses is carried out by Committees of experts coming from high technical schools, from universities and from training centres, which in this way will be forced to work together instead of competing as usual one against the other. The third element (teaching tools, which include the necessary spaces and equipments for the courses) are assured by the local authorities that managed the European Social Fund in Piedmont. This Fund has the scope to finance both training courses managed by the training centres, that is to say the courses addressed to the secondary school graduate people and those addressed to the university degreed ones, which are very requested by the companies asking for people having fit skills for emerging jobs. The real matched obstacle, which is still present, is the difficulty to make all these actors work together for a shared and common aim, as they are used to playing their roles independently one from the other, often in reciprocal competition. The association and the obligation to take decisions commonly is the solution found to tackle this problem.

C.5 Description of measures and actions

A previous campaign was necessary. Once stated the objective of the initiative, all the actors to be involved had to be informed, and a debate had to be opened to discuss any detail and find an agreement. The recent public education reform in Italy gave some help, as it strongly supports such intervention and gives to local authorities, especially to the Region government, much more power than before in these fields. So, the project could be promoted on the basis of a real legal competence as well as on the basis of the common opinion, shared by private and public sides, that the distance between asked skills and training offers must be reduced. The initial debate was started by the Piedmont Region in collaboration with Alenia company, and directed to the local authorities and to the entrepreneurial associations. Afterwards, high schools, universities and training centres were asked to give their contributions. The discussion led to the decision to establish a "new company" devoted to this aim and the form of the foundation was chosen because of the flexibility of this legal status and the possibility to gather this way all the stakeholders to be involved. Once constituted, the foundation began its work and elaborated the concrete and actual training pathways to plan the training courses. These activities were of course carried out with the participation of teachers and training experts because of the necessary technical expertise, but also the enterprises gave their contribution indicating the precise features of the needed skills, as well as the local authorities, whose technicians and offices were busy at the construction of the financial planning of all training interventions. The constitution of the foundation and the financing of the planned courses required formal acts to be taken by public regional and local authorities. This also took to a political debate around the initiative that showed a general approval of all political parties represented in the different councils. Afterwards the secondary schools and training centres,

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had the task to carry out the courses, were chosen and in Novara this choice felt on the Industrial Technical Public Institute "Fauser", which was charged for the specific objective to train the technicians requested by the new Alenia's factory where the aircrafts will be assembled. The start of the course is foreseen for September 2011, and all the necessary teaching tools and provisions have been assured to the school. During the next spring an orienting campaign will be undertaken to let the course be known by the students of all high technical schools and to convince them of the opportunity to attend this training chance. 30 attendees are foreseen for the course that will be realised in Novara and for all these people a job should be assured in the new factory.

C.6 Resources mobilised

The politicians and technicians of the public local authorities promoting the intervention were - and still they are - strongly engaged to carry out all the necessary actions to guarantee its finalization. These are hidden costs that never will be quantified and reckoned. Also the enterprises and the entrepreneurial associations gave their contribution in such a free manner. For the technical design and the location, the equipment and tool provision of the courses we can make an estimation only for the training activity which will took place in Novara. The cost of this course, including the wages of teachers and administrative personnel, will be about 150.000 euros, even though this expense prevision can vary during the course period depending on the different adaptations that could emerge. For the complete intervention (at least two courses will be realised in Novara and other three are expected in the Province of Turin) we can estimate a training budget of 750.000 euros, which, with the addition of 150.000 euros necessary for the functioning of the Foundation, states a total financial need of 900.000 euros in two years. But this expense is lower than usual due to the fact that many training locations, and some equipments too, are already available at "Fauser" Institute and others like it, which have an historical and strong tradition in courses for skills requested by aeronautic industries and by mechanic industries.

C.7 Participating organisations and institutions

The public and private actors taking part to the initiative are indicated as follows. On the side of local authorities: Piedmont Region, Province of Turin, Province of Novara. On the side of Universities: "Amedeo Avogadro" University of Eastern Piedmont, Politecnico of Turin. On the side of Entrepreneurial Associations and Companies: Industrialists Association of Novara, Industrialists Association of Turin, AMMA (Associated Mechanic and Mechatronic Enterprises), Alenia Aeronautica. On the side of high technical schools: Industrial Technical Public Institute "Fauser" of Novara, Industrial Technical Public Institute "Carlo Grassi" of Turin. On the side of training centres: ENAIP Piedmont, Immaginazione e Lavoro, CNOS Associations, FAP Piedmont Region ASSOCAM, Camerana School.

C.8 Outcomes

We can say that until now all the foreseen steps have been successfully finalized. The private and public actors were properly involved and all of them gave their contribution to the intervention. The Foundation has been established and, during its constitution, the regional stakeholders have reached a level of collaboration that can be considered unpredictable till few years ago. The courses have been designed and financed, and the schools available to carry it out have been found. The current critical point is the difficulty to find the necessary number of attendees for the course. Although the general opinion about this kind of training intervention is positive, the present tendency in Italy is to put youngsters on a training pathway including a final university diploma, while the different professional qualifications are considered minor and quite useless. The next orienting phase is thought to tackle this problem and to show how a simple – but well addressed - diploma after the secondary school can be a better tool to find a good job instead of other graduation. And this consideration clearly shows the importance of a careful guidance during the last years of the secondary school. A benchmark indicators system

will be set up to demonstrate the effectiveness of the intervention. But first of all we have to assure that at least 30 secondary school final students are available to undertake such a training pathway. As we said above, this is the objective of the information given during the orientation campaign. Second, we have to test the effectiveness of the agreement reached with the company Alenia, having the objective to grant a job once the youngsters are trained in the best way, in the new factory for assembling the new F35 fight – bombers.

C.9 Situation after launching the project

At the moment, the most important result reached by the project concerns the great and general approval of the initiative showed by all the relevant actors of the territory, including the parties playing in this period the role of political opposition. In truth, except marginal movements of extreme war opponents, no voice was raised against the agreement with Alenia of the participating organisations of the Foundation. Furthermore, the collaborating atmosphere created by the initiative has been the great achievement to establish a common and stable working system including organisations that have been distant, or either rival, until the start of the project, even though a good and reciprocal collaboration was strongly expected in people's opinion. This agreement, finally, is a warrant for future and further intervention on employment problems or local development policies, which did not exist or existed in a weaker way before. The other concrete result is about the professional insertion of a relevant percentage of young people with high technical qualifications. As above reported, the unemployment rate for youngsters in Piedmont is about 20%. A recent survey has underlined that in Novara area about 900 skilled new workers are sought by companies without result. A further estimation stated that about 300 units are the companies' unsatisfied expectations in the mechanic sector. Running this new course with the ITS Foundation, we have the real expectation to reach the objective to reduce in a relevant measure the unemployment in the specific industrial sector. Furthermore, the confidence of young people to find in the territory of Novara the possibility to give their future a positive and concrete perspective will be a contribution to limit the emigration of high qualified youngsters from Novara to Milan and other metropolitan areas.

C.10 Sustainability

The environmental sustainability is not an argument of discussion. In fact, the new factory built near Novara has already overcome all the environmental assessments and it has got all the necessary permissions too. At the economical level, the question is about the possibility to continue the intervention once the special financial contribution of Piedmont Region will be over: something like one million euros every two years are not easy to find. Fortunately, in that case all the competent authorities managing the ESF subsidy system in Piedmont are involved in the project and this should assure the continuation of the financing. Furthermore, the strong presence in the Foundation of industries and entrepreneurial associations can reasonably secure the perspective in the future of a progressive involvement of the companies in the financial support of such an initiative. Finally, the foreseen success of the consequent professional insertion of the attendees of the course is the main and biggest warrant for its continuation.

C.11 Lessons Learnt

Many lessons can be learnt from this intervention. Among the most important, the first is the fact that not always the stimulation of competition is a best choice for assuring the best result. In that case, only a strong and long collaborating pathway, at times a little bit forced and anyway always undertaken with the support of important public authorities, has guaranteed the good result of the intervention. The second is the unavoidable necessity to create a dialogue among the world of training/education and the world of companies/production. This is something that, at least in Italy, is not always realised. The third lesson learnt is about the absolute importance of the flexibility of the training system at all its levels and in all its aspects. This is really vital for high technical schools as well as for universities and training centres. They must abandon their traditional teaching methods, that could be changed only after a long and

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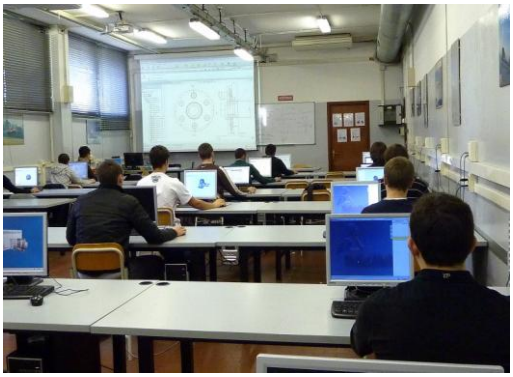
complicated procedures involving national Ministries to become able to respond to companies' demands and expectations in short and effective times.

C.12 Transferability

Obviously, the project is transferable but some conditions are necessary. The first is the presence of a governmental law that has already decentralised the management of the planning and financing of the education and training system. In Italy this is a "work under construction" but, as this intervention demonstrates, already quite effective. Only a decentralised education and training system can respond to the local and specific need emerging from the economic reality. The other condition is the fact that a region should be ready enough to accept a great territorial agreement, including all the necessary actors whose contributions are fundamental for the good finalization of the intervention. At times, even well developed areas need an orientation period to create the local conditions to reach similar agreements. The final and most evident condition is the fact that this initiative can be carried out only in regions where the economy, although presenting aspects of difficulty, is still strong enough to offer a certain number of job opportunities. Without this chance, any training course can be ineffective and the priority of intervention should be the creation of new companies and jobs. Anyway, once stated that all these conditions are present, the transfer process is always a delicate matter that must be accurately planned and realised with the help of experts in this field.



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D. Budget

Total Budget of the "ITS Foundation"	€ 900.000 (two years length)
course costs	€ 750.000 (5 courses, € 150.000 each) splits as follows: - teachers: € 500.000 - equipment/tools: € 200.000 - teaching rooms: € 50.000
administrative and management costs	€ 150.000

E. SWOT-Analysis

STRENGTHS	WEAKNESSES
• strong collaboration among local actors • involvement of the most relevant local public authorities • good combination between training offer and industries' expectations • availability of necessary funds	• experimental and not consolidated level of the collaboration among actors • limited knowledge of the initiative among the high technical school trainees • short time available for the planning of the courses

OPPORTUNITIES	THREATS
• establishing stable and effective collaboration a among local actors • increasing the flexibility of the training system • responding in due time to companies' expectations • creating new jobs	• fall of the trust if the intervention should fail • withdrawal of some actors in case of failure • possibility of too few enrolments of youngsters in the course • uncertainty of the future availability of the funds

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3.5 North Great Plain

The region is located in the east of Hungary and is bordered by Romania and Ukraine from the east, by the River Tisza from the north and by Hungarian counties from the south. The Észak-Alföld Region appears as a more and more important actor on the research and development map of the European Union. It has a remarkable R&D network, which promotes the intensive development of innovation-controlled technologies in the region such as life-sciences, which has great tradition in the region, the agrarian, medical and information technological innovations in the field of genomics, nanotechnology and molecular biology. The overall concept of the region is to have more R&D programs in the local area, which could lead to a breaktrough in the high valuated sectors of the world-market, hereby raising the number of SMEs and providing sustainable development of existing SMEs. The region has a favourable geo-strategic location, the R&D and HR basis are strengths, such as renewable resources, enterprises in processing industries, the international airport in Debrecen, the logistical potential and geothermal resources. The Észak-Alföld Region could pertain to the dynamically developing areas of Europe in the future. Although the number of population has been fallen slower than the national average there are huge problems regarding to the migration aspects. The region has long been regarded as a „population emitter" with a negative migration balance as a result. Észak-Alföld is a region with the youngest age composition in Hungary: the ageing index was the lowest in both 2001 and 2005. However, in the coming period, similar to the national trend, ageing is expected to accelerate, which in turn, will lead to an increase of those in need of care.
The regional strengths of the Észak-Alföld Region are:

The professional workforce is competitive and well educated. Large educational capacities can be found in the educational sector. A stable and widespread decentralized institutional background of the National Employment Office. A strengthened motivation for job hunting by the unemployed as a result of the reconstruction of the „Act of Employment". The system of institutions in the fields of work, protection and safety is developed and up to date. A rising education level can be recognized in combination with a huge acceptance for a life long learning. Hungary has experiences in taking part in educational, training and communal programs since 1997. A developed competency based, module like education system is well operating.

Weaknesses are as follows:

The economic activity is low. This can be detected by the fact that a huge amount of those in work age are not present on the official labor market. Another weakness of the region is the relatively small mobility of the workforce and with this in conclusion, the significant inequalities of the labor market and their constancy between the regions and also intra-regional. The health condition of the population is unsatisfactory. A low educational level, and this leads to unemployment, can be noticed at the ethnic group of the Roma. A regular occurring problem is that the educational system does not assure the acquisition of abilities and competences which are required on the labor market. The access to a qualifying education can differ even inside of a particular school due to segregation and differences at the social origin. The role that is played by universities in the fields of innovation, research and learning is insufficient. A lack of cooperation between the economy and universities is not satisfactory. Territorial differences are monitored in the access and quality of social services. Advantaged services are especially not available for those children who live in the most disadvantageous, poor families. The society is prejudiced toward disadvantageous groups, especially with Romas.

Strengths and opportunities can be observed by increasing the sources on the development of human recourses, the possibility of development and adaptation of a proactive employment-policy rises. The activation of manpower reserves could help to maintain the economy. By developing the infrastructure and public transport, the mobility of manpower can increase. With the spreading of the idea of life-long learning and health-awareness, the competitiveness of manpower grows and the differences in unequal social opportunities may weaken. The role of

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education increases by the spreading of industries requiring intensive knowledge. Technological improvement may affect the spreading of new learning forms in a positive way. Also by abolishing the limits of mobility inside the European Union, the mobility of the Hungarian manpower could increase.

Discovered weaknesses and threats of the Észak-Alföld Region are, that the small activity rate and the disproportion of age distribution endangers the maintainability of the social- and healthcare-systems. It may happen that the structural changes and the transformation of the public sector may cause tension in the labour market. The lack of a qualified workforce could affect the competitiveness of the economy. The strengthening of discrimination enlarges the social elimination. A more open labour market increases the migration of highly educated professionals.

The lower level of salary in the neighbouring countries and the greater aptitude for mobility may cause a greater migratory pressure. Also the taxing policy of the neighbouring countries and the limited domestic budget may cause competitive disadvantage.

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3.5.1 Case Study "KID Program – Komplex (complex) Integrated Differentiated Program"

Name of Initiative:	**"KID Program - Komplex (complex) Integrated Differentiated Program"**
Country/Area:	Hajdú-Bihar
Name of the Partner Organisation	Association for Students and Civil Society in the county of Hajdú-Bihar
Contact Person: Phone: Email: Address:	Imre Enyedi (Project Manager) +36 30 672 1202 ienyedi@mfk.unideb.hu imre.enyedi@gmail.com Kassai Street 26 HU-4028 Debrecen
Support Institution:	NDA-NATIONAL DEVELOPMENT AGENCY
Type of Organisation	Association
Field of activity (and sub-topic of the initiative)	• job Creation and training initiatives (job creation schemes and support for hiring staff) • service of general interest (social services) • social initiatives (the eldery, young people and women)

A. Overview of the initiative:

The CSAT association was founded in 1998 with the aim to undertake generative, advisory and information transmitter tasks in the employment politics field, as well as to organise and realise reintegrational, employment- and training programs for disadvantaged people on the labour market. Their target audiences are the unemployed (young entrants in particular) and the non-governmental organisations organising the employment and training of this detrimental stratum.

Their project presented below has promoted the reintegration of those young unemployed school system dropouts, on and off record, aged 16-26, without any qualification or marketable profession, cumulatively disadvantaged because of their social and cultural conditions – those of roma origin in particular - in Debrecen and the surrounding areas, through complex employment services.

The program incorporated a complex and interconnected system of psycho-social consulting, qualification and job searching guidance, ability expansion trainings and corporate development, and can be divided to four sub-projects,

The main activities of the qualification subproject:

- career orientation, learning methodology, self-knowledge and ability expansion trainings
- 3-month complex and intensive grouped generative trainings, with the acquisition of professional fundamentals
- individual qualification guidance
- individual and grouped extra lessons (bringing to level, preparatory lessons for school)

Within the confines of the psycho-social subproject in order to substantiate the career orientation and / or correction of the young people dropped out of the school system, the definition of their interests, aims and motivation was done in individual and grouped environment.

The aim of the employment subproject was to increase the labour-market knowledge and to develop the job seeking techniques of the participants. Besides it was important to search the future employers as well.

The task of the free time subproject was the physical and mental improvement. For young people who have been thrown about, it is a great problem to spend their free time in a profitable way. For filling the gaps, the collaborators of the Association offered the following possibilities to the participants: computational club, dramatic club, film klub, sport programmes, self-knowing club. The organised free time activities offered the possibility for the participating young people to become friends, the imporvement of their personality and fitness, acquiring healthy lifestile and environmental protection.

Main parts and services of the project:

- Social guidance
- Career-orientation, career-correction
- Guidance in connection with trainings and job-seeking
- Ability improvement and school preparatory trainings
- Private employment agency
- Job-keeping guidance
- Preparation for school
- Closing the gap
- Complex, 2 and 4 weeks long improvement trainings in a group combined with professional practice elements
- Information about courses and applications
- Job-seeking methods training
- Free-time clubs

These services are free for the participants of the programme.
The members of the staff have professional qualification in the human sciences sphere.

B. Description whether the initiative is part of a more general action programme or strategy

The Priority 2: „Fighting social exclusion by promoting access to the labour market" of Human Resources Development Operational Programme 2004-2006 (Republic of Hungary) will support initiatives aimed at enhancing the access to education, training and employment of the most disadvantaged people, including the Roma, disabled people, the long-term unemployed, people with low levels of education, people living in regions lagging behind, released prisoners, ex-offenders, etc.
Overall budget of priority (indicative): EUR 87.0 M.

This project is supported in the framework of Measure 2.3 Program : „Improving the employability of disadvantaged people, including the Roma"

The objective of this measure is to facilitate the integration of people excluded from the labour market through improving their employability. Actions will be targeted at the most disadvantaged people, including Roma people, unskilled young people (16-25 year olds), early school-leavers, older workers, people with disabilities, addicts, prisoners, unemployed people with low levels of education, as well as those living in disadvantaged regions. The measure will promote the dissemination of best practices, including those elaborated and tested by the National Employment Foundation as well as those developed in the framework of PHARE projects.

In the case of the most disadvantaged, the improvement of employability should be based on a comprehensive approach combining a range of activities, such as training, counselling and

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employment, with a view to facilitating their integration to the primary labour market. Actions will include the elaboration and implementation of individual action plans while the core element of each project will be practice-oriented training and counselling.

C. Full description of the initiative

C.1 Situation before project launch

In the Northern Great Plain Region there is a high number of human resources available and the rate of young people is also higher, than the average in the country. However, the composition of work force- base is featured by a number of quality problems in the region. The qualification level is behind the country average, and a significant number of highly qualified experts leave the region, in lack of proper jobs. Moreover, a high number of multiply disadvantaged groups are present in the region.

The unemployment rate is high, especially of those, permanently unemployed, who have a small chance of getting back to the labour market from their own efforts. An even worse problem, than unemployment is the –nationally and internationally- low rate of those in employment, therefore, one of the emphasized aims of the region is to significantly increase the rate of employment. The income level is below the national average, the number of dependants is fairly high, thus entailing serious social expenses on the region. It is difficult to get a full and precise picture of those, with real disadvantages on the labour market as the number of those is growing, who have fallen out of any educational and social system, and keep themselves and their families up from illegal working possibilities. Out of those, there is a significant group of thrown about young people who left the educational system without obtaining any qualification, therefore they are not able to be present at the varied forms of the legal and stability-securing labour market. Their number can possible rise, due to the low needs of unqualified labour force, as well as to other social (prejudice) and psychological (deviant behaviour) problems.

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Basic date of the Northern Great Plain Region		
Land area		17 729 km2
Population (2004)		1 534 thousand
Number of settlements		389
Legally	cities	63
	civil par□sh	326
Unemployment rate		9,1 %
Unemployment rate of young people (age: 15-29)		10 %
Employment rate		47,7%
Employment rate of young people (age: 15-29 év)		36,4 %
Households' annual net income per head		633,8 thousand HUF
Dependant population's rate		47,4 %
Regional rate of GDP		10 %

Table 5: Basic data of the region. Source: A Magyar Régiók Zsebkönyve 2005, KSH.

Justification of the project's necessity:

1. The main difficulty for the youngsters, who take part in our project, is that they can't really find the appropriate information in connection with available qualification and workplaces.
2. Further studies of many youngsters were blocked, because they didn't have enough and adequate information about the labour market and the scopes of activities.
3. A great many of the young people arriving our association drop out of school for years, as they don't know where to continue their studies.
4. It's typical that these youngsters don't or just partly possess the essential key-abilities that are needed for job-seeking, keeping a job or applying for training.
5. Some of them seclude themselves from further studies, because so far they are full of failures during their training period, so these young people don't believe that they will be able to cope with the curriculum at on adequate level.
6. Most of the youngsters don't have any kind of alternatives how to spend their free-time in a useful way.

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C.2 List of key dates

The project being extensive, the activities ran simultaniously. The duration of the individual activities are presented in the following table:

Main Activity	Duration	Subprograms
Preparation	2003-10.02.2005	Project planning Assemble the tender dossier Contracting Selection of the project team Selection of partners Starting of the project
Recruitment	10.02.2005-15.05.2006	Hunting up the target group Involvement and motivation of the target group Individual exploration of status, situation, facility and needs
Development	01.06.2005-15.05.2006	Career orientation Psycho-social support Preparation for trainings and employment Transaction of trainings Organizations focusing on physical and mental well-being Network expansion
Succession Attendance	10.09.2005-30.06.2006	Psycho-social support Traceability Organizations focusing on physical and mental well-being
Closing the Project	01.07.2006-10.08.2006	Preparation of the professional report Preparation of the financial report Evaluation of the project

Table 6: List of key-dates KID-Program

C.3 Procedure for setting priorities, objectives, measures to be implemented and results and outcomes

The overall aim of the KidNet.hu programme was to decrease the number of unemployment and the number of endangered due to unemployment, in the age range of 16-26. The direct aims were the following:

- involvement of 16-26 year old low- educated unemployed young people,
- ensuring information needed for further studies and finding employment,
- expansion of competences needed for further studies and finding employment,
- support for enabling further studies and finding employment,
- starting of development programs, missing from the educational offer of the labour and civil cervices,

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- Improvement of the physical and mental state of young people.

The project improved the possibilities of people with disadvantages -on the labour market- on many levels. Altogether 219 people joined the project, out of which 94 participated at one of the trainings organized by the Labour Office of Hajdú-Bihar county, and 32 successfully started working. Nevertheless, it is also important, that the knowledge -regarding the labour market- of the young participants, they have a full picture of the requirements and conditions of legal employment. Furthermore, the program strengthened the self-confidence, self-esteem and motivation of the disadvantaged young people. The success achieved regarding education, studying, and communal success may ensure the participants to stand their ground on the labour market in the future, too.

C.4 Implementation process and description of measures and actions

The collaborators of CSAT association, 4 years ago as the collaborators of RÉS association, with the help of the National Public Employment Foundation worked out a special model programme to decrease the number of disadvantaged young people on the labour market. After the association being founded, they continuously developed the programme and formed services, therefore, on the bases of experiences and feedbacks, it caused no trouble to plan the project.

During the preparation and writing of the competition, the administration burden, -that was made compulsory by the competition system, for example: the multiple attachment of attachable documents- caused trouble for the collaborators of the association. Furthermore, the competition guide caused inconveniences by being ambiguous in some lines, the collaborators of the association did not found the orientation satisfactory in every case.

The Governing Authority decided to support the project 22 November 2004. The signing of the contract happened only 8 March 2005. In spite of this, the collaborators of the association started the project on January 2005, with the aim of preventing the confusion of the schedule and the blending of sessions.

During the fulfilment of the project, there was further need to modify the contract. One of the reasons was the name change of one partner and the other was the modification of the budget, that was due to the changes in public accountancy rules. The surplus amount was spent on appliance expansion.

Our partners and their roles in the project:

Labour Office of Hajdú-Bihar County:

- cooperation and involvement of young people,
- registration of young inactive people in the project,
- providing information on trainings and employment,
- involvement of the target group into their training programmes,
- leading to the project those affected people who are present in their database.

RÉS Association:

- cooperation in involving young people,
- sharing of experiences obtained in previous similar projects.

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Eastern- Hungarian Association of Roma Women in Public Life:

- learning and methodology lessons and Romani history courses for young people participating in our programme,
- providing training information for the experts of the programmme.

Hungarian Magiszter Foundation:

- preparation of young people taking part in the programme- who had previously fallen out of education- for supplementary or subject examinations,
- providing training information for the experts of the programme.

C.5 Description of measures and actions

The Structure of the Project:

Psycho-social subproject

The target group are those young people, who would like to improve their position on the labour market, but some conditions prevent them from doing so. The task of the professional achievers –social workers- was to realise what these preventing issues are and in the scope of a mutual cooperation work out a solution and carry it out to disclaim those blocking issues.

The aim is to provide the client with such help, that after the end of this cooperation, they would be able to use the method of problem solving on their own. This definitely involves cooperation, as the possibilities of job seekers' are usually impoverished, and/or do not have proper solutions to foster to become employed, they often become fed up with the numerous attempts to find a job.

Activities:

- Social survey of the situation- psychological survey on the state (ability, knowledge level, mental and psychic survey on the state),
- Orientation to the profession (individual and grouped)
- Social guidance and administration
- Life guidance, self –knowledge club
- Succession attendance, tracing.

Training Preparation Subproject

The training preparation activities are very important for the disadvantaged, unemployed young people, fallen out of the educational system to enforce their reintegration in the scope of a model test programme. Besides the traditional ways of handling unemployment the alternative experiment methods were used for the improvement of our target group.

Activities:

- Trainings preparing for education and employment (self-knowing, motivating, learning-methodological)
- Training guidance (providing information, administration)
- Bringing young people to a certain level, talent nurturing (extra lessons, individual sessions, pre-school trainings, learning-method trainings),
- 3 month complex intensive grouped developing sessions, fundamentals of a profession are acquired in the scope of a club
- Running of an institutional network (the members of the network are: trainers in and out of the educational system, Pedagogic Institution)

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- Complementary activities: collecting books, recruitment of voluntary teachers, irregular lessons with the form-master

Employment Training Subproject

If we consider the employment to be the desirable aim, the preparation ideology of the programme would be less effective. The appropriate receiver is important from the side of the employer in respect of the success of the issue. According to this was the system of activities of the subproject established.

Activities:

- Forming of an employer- relation network
- Job market,
- Job agent,
- ”Goal Achieving” – helping to step on the labour market with individual counseling
- Job seekers’ club (teaching of job seeking techniques and a 3 week intesive job seeking in the scope of a club),
- Training on job seeking techniques.

Physical and Mental Activities Subproject

The aim of this part of the programme –besides involving young people- is to indirectly improve their abilities important for further studies, for working, to extend their commintment towards the porgramme. This can be achieved by the establishment of a supporting- aiding atmosphere, a social environment supporting the participants, and by developing their knowledge on how to spend their free time in a beneficial way. The only way of reaching the age group of 16-26 year old young people is by corresponding to the up to date expectations. To involve this generation –whose life is closely linked to computation- it is effective to hold computational club programmes. Further aim is to provide the possibility for the realisation of ambitions regarding arts, music and sports, as many young people would like to express themselves and would like to be known, and would like to obtain a prestige in their community.

Activities:

- KLIKK club (computational club),
- Film club,
- Grouped sport activities (football, bowling),
- Board games
- Dramatic club,
- Camps

The target group of the project:

- Youngsters, aged between 16–26
- Possessing only low school qualification, and not possessing any kind of vocational training in the state school system
- They don’t attend any kind of school at present (they drop out of school or they haven’t started it either)
- They are unemployed
- The 30 % of the participants who take part in our project, have only non-marketable professions

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C.6 Resources mobilised

In the realization of activities of the"KidNet.hu" project 10 full time employees participated. The fulfilment, the professional work and the administration roles were fulfilled by Ms. Ildikó Balla. The financial matters were handled by the full time financial contributor of the Association. The external collaborators worked under a determined contract at the Association. The wages and incidental expences were settled from the project budget. The risk in this is that in case of the expenses of an unexpected illness and the cost of a new person's wages –to replace the sick one- had to be covered by the Association.

The total budget of the project was 60.737.568 HUF gross, (225.000 EUR), that was provided by HEFOP. There was no need for retention in the fulfilment of the project, however, the applicant had to prove that they are able to fulfil a programme like this on financial and professional grounds.

The delay in signing the contract caused the delay of paying the 20% deposit by 2 months, for this time period the sources had to be financed from the reserve of the Association. The liquidation warranty of the project caused difficulties a few times during the fulfilment of the project. The post-financing character of the HEFOP system, and the delayed payments (5-6 months payment date instead of 60 day deadlines) after the development reports caused difficult situations for the Association too. These problems were solved by the 12 million HUF appropriation provided by the Létavértes és Vidéke Takarékszövetkezet Bank.

There was no need for public procurement procedure during the project.

C.7 Participating organisations and institutions

CSAT Association is the Lead partner of the presented Kidnet.hu program. Their employees talked about their experiences and thoughts of the program through personal interviews. They supported all of the relevant documents and materials about the Kidnet.hu.

Mobilitas National Youth Service, North Great Plain Regional Youth Service Office helped us to choose the perfect pilot program for the case study. They vet the final version of the case study.

National Employment Service, North Great Plain Regional Labour Market Centre was the professional consultant to choose the project for the case study. They vet the final version of the case study.

Uniweb Plus Information technology Supplier and Trading Ltd. was the external expert company, who prepared the case study in Hungarian language using the given viewpoints. They prepared the final version of the case study by using the professional expert's interviews, opinions and thoughts and translated into English language.

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C.8 Outcomes

The results of the project in numbers		
Name of the result	Pledge in the competition/person	Fulfilment by 30.06.2006/ person
The number of involved in the programme:	152	219
Number of heads fixed up in training:	48	94
Number of heads employed:	28	32
Positive effects:	76	126

Table 7: the results of the project in numbers. Source: CSAT Association.

The aim of the KID (Complex Integrated Differentiated) program is to improve the position of the labour force on the market, especially to amend the possibilties of young people on the labour market. Those, who have participated at the activities of the KID program have achieved improvement in their lifestyle that affected their settling on the labour market in the future.

The program consists of four keystones:

1. Social activity
2. Training
3. Employment
4. Community development

In our social activity -as the first step- we revealed the problems of young people. In many cases the problems originated from family and social status or from lifestyle matters. Having identified the problems, development programs and social service packages were formed for the individual participants.

The aim of the psycho social subprogram was the exploration of problems, to shape subprojects and to inspire the individual. Concerning the development packages formed for individuals, there were cases, when the individual was effected in several subprograms.

The programs were actuated in an open door and single multi service point manner for eighteen months. The program and the services proved to be successful, as 219 people participated in the program. During these eighteen months, it was possible to join the KID program any time by participating at continuous interviews. The attendance was based on severe conditions. Those, who were employed or had a student status were not allowed to take part in the program.

As the result of the training subprogram, 94 participants were able to start a course at some kind of educational institution such as a post- secondary vocational training or other training. During the training, preparation and remedial trainings were held for young people from secondary schools and high schools, in the time interval from June to August. The number of participants at the preparation trainings were 10-12 people in each group. These young people had stagnated at some level in their studies and it was the KID program that helped these students finish their studies. In the training program, there were two expert people who were responsible for the development of the participants and for the formation of partner relationships between the schools and the training institutions involved in the program.

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As a results of the training pogram, a close working relationship was established between the full-time and adult educational institutions and the adult educational trainers. The number of institutions involved in the program reached the number of 100. The participants were able to successfully settle in the following training areas: trade, hospitality, forklifting, warehousing, butchery, light and heavy machine operation and welding. Those young people who chose vocational trainings participated at two -year accredited trainings. After the training, the program made it possible for the participants to take advantage of the possibility for a six-month- follow-up.

The achievement of the employment sub-training was that instead of the presumed number of 28, 32 people were able to become employed, owing to the program. 30 % of the young people taking part in the program had a low educational degree. The duty of the employment expert was to deal with the employers and the personal development of the participants. The contact with the companies helped create and implement a new approach.

The expectations the participants had regarding the salary and the working time were extremely great. As the result of the subprogram, owing to the improvement of self-recognition, the employment possibilities have increased. In the region, 100 companies were reached, out of which 28 participated in the continuous work. Due to the efficiency of the companies involves, during the program couple of day or one-two week long practice trainings were continuously held at the partner companies.

One of the program's result was the continuous follow-up (monitoring and auditing) and the reports given towards the participating companies. The continuous follow ups were held at professional days, seminars and partner meetings. The sharing of experience and information started between the professional partners and employees, a tendency of improvement has arisen in respect of working norms, behaviour and expectations. The way the companies regarded the target group changed due to the impact of the program. The involvement of the Roma target group and the aid of the Roma young people to become employed was not easy to carry out. Social acceptance and solidarity have not yet emerged among employers.

The community development subprogram contained free time and leasure activities. The trainings aided the personal and communicational development of the participants. The community subprogram enabled the generation, further involvement and participation of the participants in the program. The community building and aid had a multiplying effect on the local community. The club events were formed according to the needs of the participants. As the result of the club events can be considered that the drama playing club became an association during the program.

C.9 Situation after launching the project

The beneficiaries of the programme considered the supported training opportunity one of the most useful possible assistance in getting a job. The combined support forms (the combination of comprehensive development services, supported training and employment), mentoring support, non-traditional training methods and curricula development were considered the most successful innovative features of the programme.

This measure was also expected to adapt and mainstream the civil programmes - previously launched and financed by the National Employment Foundation – as part of the state employment policy. Unfortunately though, the mechanism of the programme has not facilitated the successful mainstreaming of these programmes, and, consequently, the projects of the various non-governmental organisations supported as part of the measure have mostly remained isolated initiatives.

The real impact of the program is difficult to show easily except the concrete results. The implement association didn't give up the program; they have published many methodology

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handbooks about the Kidnet.hu program. Several local Kidnet.hu program is still running in the country.

The KIDnet program was preceded by a previous Operational Employment Fund (OEF) program, that helped the active involvement of young people. The KIDnet and the OEF programs' results and experiences were used–besides the involvement of the young people- to improve their status on the labour market. The most important task after the start of the program was the involvement of the appropriate professional partners, institutions, employment centers, accredited training providers, and employers. A mutual professional net was created with our partners.

The building of the partnership almost overcame our competencies. The services of the KID program following the open doors theory provided help regarding a number of drug, alcohol addiction and other healthcare problems. That is why a strong relationship was able to be built with the specialized institutions. An intensive two- month PR activity was done after the starting of the program to make the program visible. Due to the successful PR activity, the involvement of the young people was continuous. The recommendation of the companies and host places towards the young people was continuous, too.

The number of endangered young people in respect of the labour market changed to 217. Due to the direct effect of the program 237 people received help through the program. The number of young people participating at the social development programs reached a few hundreds.

The trainings promoted the development of the dropped out young people, the development of the family patterns and key abilities, the possibility to change their behavioral problems. The status after the start enabled the participants step out of their family and made it possible to migrate. Due to the inner evolution of the participants it was made possible to move to other cities, they were enabled to find a job in other cities or regions.

C.10 Sustainability

The elaborated qualification programs, curricula and the organizational experience obtained in adult training denote the concrete, tangible result of the project. The long-term warranty to be able to continue the trainings can be assured through the accreditation of the programs as well as the institutes.

In order to provide the material conditions for the training a 15-person computer room has been established and equipped which is a basis for the actuation of the future programs.

A networking activity started among the organizations realizing KID-type programs during the project which has developed a nationwide association by now. This cooperation allowed the elaboration of the methodology handbook as well.

The realization of the program is very difficult without support. Besides the tangible assets, the establishment of the human resources (trainers, professionals) caused great financial difficulties. A continuous financial security is needed for providing professionals continously. Financing the project appeared to be an inhibitory factor, as ensuring the appropriate people is essential for the continuous operation of the services. With the closing of the KID program, the National KID Association (OKID) was founded, (KID stands for Complex- Integrated-Differentiated), OKID represents interests, with its establishment, it enables further cooperation for the experts and the employers.

The sustainability of the program can be managed by the working out of an economical financing possibility. The program could be extended to the already existing expert network and by taking advantage of its resources, the costs of the program's sustainability could be lowered.

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C.11 Lessons learnt

This project was one of the biggest tender programmes in the life of the Association. They had to face the fact for the first time, that the overcomplicated administration, the long and drawn out subscription procedures by the decision makers, the delayed invoice settlements were able to overbalance an even well organized liquidity process. That is why, in future projects, alternate financing tools are going to be implemented into the budget (such as a bank loan). These, however, should be pre-contracted at the planning phase, as the credit procedure can be drawn out, and in case of an already running project, it may cause further burden to the fulfiller of the project.

The other important recognition during the program was the significance of the cooperation, and its proper preparation. Those partners, who had previously worked together with the Association -therefore had known the motivation, conception and plans- were able to carry out a more effective work. In many cases the cooperators' other cooperations helped the programme get over its stand-offs. This cooperation made it possible to prepare the methodological manual that is the bases of the adaptability of the programme.

C.12 Transferability

The CSAT Association accredited the KID program, a nine- module adaptable program: KID (complex, integrated, differentiated), the Competency Based Employment Developing Training, by the Hungarian Accrediting Corporation. With the help of the accredited program, the KID program can be transferred and adopted. The four- people activity of the realized KIDnet program was broken into nine modules. Besides the accreditation of the program, OKID prepared the KID reference book, the methodology book of the KID program, involving seven regions.

The program can be transferred, if the material resources and professionals are at disposal and the nine- module program can be carried out. Another condition for the transferability of the program is the forming of an appropriate team, a professional network, and the realization of a partnership between the professional and institutions.

The project was realized on more locations in Hungary in the last few years thanks to the methodology handbook and to the low infrastructural and material demand, so it can easily be adapted for other European regions as well.

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D. Budget

Total Budget of "KID Program"	**€ 225.000**
Human resources	€ 121.000 - 10 person professional expertise (2 person project manager, 6 person social worker, 2 person animator) - full time member employee for the whole duration of the project (18 months) € 672 month/person
Grant for the target group	€ 14.500 - training tools, materials, travel costs
Utilized services	€ 46.500 - trainers, lecturers, counselor and other experts' professional fees, renting fees, food costs, printing services
Equipment and supplies	€ 27.000
Material costs	€ 5.000
Administrative and general costs	€ 7.000
Provision for contingency reserve	€ 4.000

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E. SWOT-Analysis

STRENGTHS	WEAKNESSES
• Before the program started in officially a pilot program was run, that was sponsored by the National Employment Foundation. The CSAT Association was one of the participated organisation who ran the pilot programme. The association had an advantage they could easily use their experiences, knowledge and data from the pilot action. • The members of the association have the proper professional knowledge and practises, because they have been working in the labour market for a few years ago.	• There are no active communications between the players of the labour market. • The infrastructural conditions of services that assist the integration of socially disadvantaged groups or those struggling with special problems in integrating into society are particularly inadequate. • The program support the social disadvantage people or helped those people with special problems reintegrate into the society. The condition of the infrastructural services is very deficient. • There are significant disparities in the labour market within the region. • The labour market isn't balanced in the region. • Within the system of education and training, the mechanisms that would continuously adjust the training curriculum to the requirements of the economy have not been adequately developed. • The reconciliation of family life and work is made difficult by the scarcity of flexible employment opportunities and by an unbalanced access to welfare services. • In the education and training system the mechanism haven't well developed, which can easily integrate the economy needs into the education system. • The needs of the flexible employment possibilities are harder to combine the family life and work. There isn't enough access to the social services.

OPPORTUNITIES	THREATS
• The increasing role played, and the broader tasks performed, by civil organisations in the field of public services will enhance their flexibility and efficiency. • The spreading of information and communication technologies will improve the quality and availability of services. • The civil associations' acts and tasks role is risen the public services efficiency and flexibility. • By spreading the information and communication techniques and technologies are being improved the quality and the access of the services. • Methodology handbook and professional case studies are being adoptable and the program will multiply in wide spectrum.	• The scarcity of jobs hinders the raising of the employment rate • The employment sector lack is being a bar to raise of the employment level. • The missing sources won't be utilized in the future.

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3.6 Lower Silesia

The region is strategic located close to the Czech Republic and Germany at the junction of the East-West and the North-South trade routes which are still the key traffic arteries of Europe. The region Lower Silesia is one of the most dynamically developing regions in Poland. Its development policy has been elaborated in the "2020 Development Strategy for the Lower Silesia Voivodship". The uniqueness and variety of the landscape puts the region among the most attractive tourist destination in Poland. The richness of natural resources include energy resource, ores and chemical resource. With the intensive exploitations some environmental damages took place particular in the areas of Walbrzych and the coalfield of Legnicko-Glogowski. Lower Silesia is also an important R&D and cultural center with numerous scientific and academic institutions. The region is inhabited by a population of 2'874'400 people with a steadily declining population growth that reached its lowest point at a level of -1,4 ‰. According to a prognosis of the Central Statistical Office the population of Lower Silesia will be decreasing by 77,1 thousand people till 2020 and then by 185'700 until 2035 However the Lower Silesian region is one of the most populated areas in Poland with a density of 149 persons per square kilometer and a urban population of 71 %. A main problem of the region is the present educational system, which underwent significant changes in the process of systemic transformation and does not meet the social and economic expectations from the perspective of regional development. In general the elimination of vocational schools, technical high schools and contiguous workshops coexisting with schools for the purpose of practical training was a huge failure. These actions went against the assumptions of the regional development strategy, highlighting the importance of the development for the industry and advanced technologies. A huge obstacle for the revival of vocational education is social mentality, glorifying even the most useless degrees of higher education and an ostensible appurtenance to the "intelligentsia", instead of hard work. In this context it should be discussed to raise the salary in the industry and crafts. Admittedly, over the last two decades Lower Silesia has experienced a real academic-boom. However, the new institutions of higher education were usually the humanistic and the economic academies, which do not demand substantial spending on the equipment and laboratories. At the same time, the standard of higher education has dropped; the quantity did not translate into quality. The vocational consulting system is also far from being efficient. This is why the youth very often chooses education courses randomly e.g. under the influence of current fashion, and not interests or predispositions. An example of positive development in regards to vocational consulting is the functionality of the Centre of Vocational Information in Wałbrzych. A serious drawback of the current educational system, possibly causing further problems, is the system of hiring teaching personnel not effectively, preventing. schools from employing specialists from strategic branches or academic teachers. The retrained teachers, more often than not in a retirement age, cannot guarantee the highest standards of education. The opportunity for development of the educational system is the establishment of a closer cooperation between schools and private sector companies, especially in question of practical training and development of the system scholarships funded by enterprises and the local-government. One can observe a growing interest in the lifelong learning resulting from new realities at the labor market. It is a well-developed system and receives relatively good feedback. The postgraduate studies raise the biggest objections, because they do not always meet the needs of the market. The long anticipated demographic downturn will pose a real challenge to the future of the higher education. One of the root-causes is a certain alteration within the human mentality and development of a new model for the functioning of an individual. The demographic downturn may have a negative impact on the region's development. One of the opportunities is to attract interregional and consequently international migration for a growing population. The inflow of new people (possibly of different culture) will challenge the existing ways of thinking of the residents of Lower Silesia, and will lead to the adjustments in the educational system. However it can't be excluded that there is a possibility for social conflicts in the future. Recommendations are that the strengths of the region have to be developed in the future. The school system and the teaching methods should be reformed. As a last recommendation the interaction between regional subjects such as schools, companies and local government institutions should be enhanced.

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3.6.1 Case Study "DSWU – Lower Silesian Talent Support System"

Name of Initiative:	**DSWU – Lower Silesian Talent Support System**
Country/Area:	Lower Silesian Voivodship
Name of the Partner Organisation	UMWD – Lower Silesian Marshall Office
Contact Person: Phone: Email: Address:	Justyna Urban +48 71 7769009 Justyna.urban@umwd.pl Lower Silesian Voivodship Wybrzeże J. Słowackiego 12-14 50-411 Wrocław Poland
Type of Organisation	Regional Government
Field of activity (and sub-topic of the initiative)	• service of general interest (education)

A. Overview of the initiative:

The Lower Silesian Talent Support System is a program resulting from the aims and goals of the initiative of supporting actions that are to effect in raising citizens' level of education. The system attempts to achieve the aims through systemic support of the developmental possibilities of children and youth, equalizing their educational prospects and discovering, developing and providing care over their talents. The System achieves its own goals by a series of solutions and coordinated actions of various units (engaging in mutual relations) which belong to the System. The units interact on a variety of levels. The name of the program itself – Lower Silesian Talent Support System – signals a systemic approach to the issue of talents; it is an approach concentrated on a perpetual process, functioning, and development, rather than realizing a single, specific task. The purpose of the System is to attain the synergy effect in the field of supporting talent and improving the level of citizen education, thanks to which the accomplishments will exceed the sum of the undertaken actions. No other region is implementing a systemic solution, engaging multiple institutions from various fields in a process of development and reinforcement of the gifted youth

B. Description whether the initiative is part of a more general action programme or strategy

Contemporarily the DSWU is a unique initiative on the national level. No other region is implementing a systemic solution, engaging multiple institutions from various fields in a process of development and reinforcement of the gifted youth

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C. Full description of the initiative

C.1 Situation before project launch

The decreasing number of the region's inhabitants is connected with not only the negative population growth, but also the inner migration and economic migration to other countries. It bears negative effects such as gradual ageing of the society and it will inevitably affect the economic and social situation of the region. It is a growing problem. Taking into account the increasingly ageing society, the lack of systemic solutions (concerning for instance the pension program, the construction of the labor market or the eldercare) and the increase in fiscal burdens (which will affect those who first enter the labor market at most) assigned to deal with the issue, one can see that the problem will surely take effect in social tensions and unrest. As is stated in "Children- family, health, upbringing and education": "The underlying cause of these changes was the decreasing fertility rate of women, the level of which not only did not provide simple substitutability of the generations, but also (since 2003) decreased continuously reaching the lowest value from amongst European countries. According to information dating 1989 for every 100 women in reproductive age (15-49) there were, on the average, 199 live born children. In 2003 – only 122, and in the year 2008 – 139. The forecasts of the demographic future are also pessimistic. According to the estimates for 2008-2035 the number of children and adolescents aged up to 18 years will decrease to 5632 thousand. This means that in the considered prognostic period, the number of children and adolescents will decrease by 1856 thousand (contrasted with the base year 2007), and their share of the country's population will fall from 19,6 % to 15,6%. The forecast changes will have a negative effect on the quantity of the generations to come, in particular the quantity of future labor resources.[26]

C.2 List of key dates

During 10 years of the functioning of the Lower Silesian Talent Support System:

- 100 conferences have been organised, including
  - 8 inter-county conferences entitled „How to create a local programme of talent support?";
  - 5 national conferences;
  - 3 international conferences;

- 16 editions of the competition „Talent Support School Leader" have been organised, in which 400 teachers took part.
- Seminars and courses for teachers were organised – over 3000 leaders of the Lower Silesian Network of Schools Supporting Talents attended.

C.3 Procedure for setting priorities, objectives, measures to be implemented and results and outcomes

It seems that, in a unique way, history has drawn a full circle, making knowledge, creativity and competence a substantial resource not only cultural and social but also economical. Thanks to the concept of working with gifted students (carried out, for example, by the Lower Silesian Talent Support System) we should be able to notice a gradual increase of adaptive potential of the society, and –what follows- also the society's constant adjusting, dynamic reactivity, and perpetual continuation of education. The LSTSS possesses an over-ten-year long tradition; it has its regulations, stipulations, and a variable, yet perceptible dynamics. The course of planning and implementation of the system and (described in this study) the scope of substantial effects it caused shows, that we should be dealing with a specific, yet slow change of the education system's sensitivity stemming from the egalitarian aims of the LSTSS. We mean

[26] http://www.stat.gov.pl/cps/rde/xbcr/gus/PUBL_wz_dzieci_rodzina_zdr_wychow_edu.pdf access: 14.02.2011r

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here also the changing school habitus and progressive alteration of the profile of the graduates of the institutions co-forming the System. This is an effect unforeseen in the primary aims of the project, however, one that has immense value. Particularly, for the young people, for whom it will enable: the transgressing of barriers, which surely will emerge on the labor market; the adjusting to the changes that will appear in the future (frequent workplace changes, place of residence changes, breaking of social ties).

C.4 Implementation process

No project can function properly without setting ground stipulations to its functioning. The rule applies to the Lower Silesian Talent Support System. While formulating the idea of DSWU at DODN in the years 2000/2001, priorities, stipulations and postulated aims were set. Within DSWU a concept of Lower Silesian Network of Schools Supporting Talents has been established. Schools, in order to join the network need to meet certain requirements. Areas and standards and requirements (in terms of talent support) which a school must meet have been established:

- Is the school student-friendly?
- Does it listen to the needs and problems of the students and their parents?
- Does the organization of the school, its methods and the teacher's work-schematics include the specificity of working for the benefit of developing interests and talents?
- Does the identification and diagnosing of student's particular interests and talents commence properly?
- Is the educational offer, which is addressed at the students accurate and covers their actual demand?
- Have the gifted students of the school, achieved any accomplishments esteemed in the educational community?
- Did the school activate any mechanisms of cooperation with other local entities. Are the solutions established by the school systemic and durable?

A school to be admitted to the Lower Silesian Network of Schools Supporting Talent must meet 75% of the requirements.

THE THRESHOLD QUALITY - is the minimal set of requirements that an institution must fulfill in order to gain accreditation. The requirements stem from the binding regulations established and accepted by the accrediting institutions; the standards of quality control and the cohesion and efficacy of the implemented program of reinforcing interests and talents.

C.5 Description of measures and actions

The first pillar deals with supporting schools and teachers in the field of working with students, who display individual, specific predispositions and needs, and therefrom, it stimulates developing the means of identifying these predispositions and encouraging schools into joining the Lower Silesian Network of Schools Supporting Talents. Without an efficient system of diagnosing talents, and theoretical background, it is not possible to reach effective cooperation between teachers and talented youth, and to realize the goals of the Systems. The mechanism works as follows; the schools of the DSSWU, provide the substantive, systemic and organizational support in the fields of supporting talents, training schools' leaders of supporting talents, creating local groups of support, creating groups supporting the development of talents within the school, provoking the creation of programs of developing and cultivating interests and talents, engaging local communities into programs and educational projects, funding and managing educational projects in the field of developing talents.

The second pillar is based on working with students and revealing their interests and talents through designing, coordinating and financing various actions undertaken by various entities. The first area is launching educational competitions. Another way of supporting the gifted students and pupils are classes organized by higher education institutions of Wrocław.

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Moreover, there are classes designed for children and improving foreign language skills in broad spectrum. The third field of activity are the classes, workshops, and actions for students organized by schools in collaboration with independent institutions Yet another field of development in terms of talent are the extracurricular classes both within and beyond the school. Due to the fact, that schools differ from one another, the actions undertaken by the schools also differ; however, they all remain creative and engaging for both the children and the parents.

The third pillar of the System is targeted at those students who exceed academically and is realized by scholarships, apprenticeships, grants and prizes. The main axis in this particular form of supporting talent development is the scholarship competition that awards monthly scholarships in various categories to students (on every level of education). Another method of stimulating talents are the bridging scholarships that reach talented high-school graduates living in small towns of Lower Silesia (under 20 thousand pop.), if they were admitted entry to daily, master's studies at institutions of higher education that may award their graduates with the M.A. title. The scholarship helps the students survive the difficult first year of studies. An additional solution are the "Year's Diplomas" which are awarded to the graduates of several higher learning institutions. The system embraces the entire vovoideship and is not restricted to the schools from the Network. The system was created as one of the elements of the plan set up by the "Lower Silesian Strategy of Development". The scholarships allow students to buy sufficient educational materials or cover the costs essential for their development.

C.6 Participating organisations and institutions

All institutions and entities engaged in the functioning of the System are of equal importance, from the System's viewpoint. The diversity of the planes and pillars, in whose frame the DSWU functions, determines the variety of the forms of responsibility and the ability to influence the outcome, which is the quantitative growth of the well-educated people and talented students. It is difficult to point the entity of greatest value, nevertheless, the responsibility areas of each institution is clearly defined.

The first plane constitutes of institutions, which have influence on the System's functioning on the organizational or legal level, and whose reach encompasses the Lower Silesian voivodeship.

- UMWD - Lower Silesian Marshal Office
- FEM – Foundation of International Education
- DODN – Lower Silesian teacher Training Centre in Wrocław
- Board of Education
- Lower Silesian Council of Supporting Talents
- Chapter of the Lower Silesian Council of Supporting Talents
- Higher education Institutions

The second plane consists of regional entities, working on utilizing their own potential on a regional and national level, reinforcing the process of supporting talents on their designated area, analysing regional needs and i opportunities.

- Local Governments

The third plane is formed by the local institutions working by and with the gifted student, responsible for the direct detection and supporting of the students in developing their talents. These are schools, the teachers and assisting units working for them, the psychologists and parents.

- DSSWU – Lower Silesian Network of Schools Supporting Talents

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Within the fourth plane there exist entities that affect the System indirectly, and that engage in personal endeavours. These are the representatives of businesses, foundations, foreign institutes (ex. Teacher Training Institute of Sankt Petersburg or the Saxon Teachers Institute from Meissen) or the institutes from other voivodeships, which interact with various entities of the DSWU. The independent institutions are numerous; they often support preschool classes and reinforce the process of talent development by cooperating with particular schools.

C.7 Outcomes

Undertaking several formal and legal initiatives was the turning point of work with talented students. The changing of the course of education was the result of the direction of development taken by Lower Silesian Voivodeship. Advocating innovation and high technology required engaging specialised staff. This emphasised the invaluable role of education in the strategy discussed. However, the plan of supporting of the education sector was not limited to the improvement of education, but it was also reinforced by actions taken to enable recognizing children's capabilities at an early age, and their further development. The implementation of the talent support system also resulted from the conclusions of the Board of Education report, which showed disproportion in educational opportunities of larger and smaller communities. It was also connected with the issue of the recognizing and supporting of exceptionally talented students. Therefore, the programme was also supposed to be the element of equalisation of opportunities and dealing with disproportions in education system. Working with talented students had been conducted in a random and chaotic way before the project was launched. After the implementation of the system it gained legal force, as well as tools and solutions which enabled the extending of the scope of working with students. The opportunity to involve more children also changed the status of working with gifted students, which had mostly been elite. Moreover, the notion of talent was redefined and expanded, which resulted in the questioning of the previous practice of supporting students exclusively in the field of sciences and expanding the support system so that it could support also talents in the field of liberal arts, as well as fine arts and sport. What is also important, especially when talking about the last few years of functioning of the system, is the issue of involving students in social actions, both within school premises and for the benefit of a local community.

C.8 Situation after launching the project

Working with talented students had been conducted in a random and chaotic way before the project was launched. After the implementation of the system it gained legal force, as well as tools and solutions which enabled the extending of the scope of working with students. The opportunity to involve more children also changed the status of working with gifted students, which had mostly been elite. Moreover, the notion of talent was redefined and expanded, which resulted in the questioning of the previous practice of supporting students exclusively in the field of sciences and expanding the support system so that it could support also talents in the field of liberal arts, as well as fine arts and sport. What is also important, especially when talking about the last few years of functioning of the system, is the issue of involving students in social actions, both within school premises and for the benefit of a local community. The preliminary principles of the system of talent supporting consisted of three basic objectives which very quickly started to evolve, as well as develop in several different directions, attracting several non-governmental organizations, private and state universities, and other entities providing technical and financial support for various initiatives of talent supporting.

But after all, It is not easy to describe the means utilised in the realisation of the Lower Silesian Talent Support System, because no comprehensive data about the project is available. The statistics are kept by particular units and are confined to responsibilities concerning one particular element of the system, therefore there is no complete database reflecting changes in the entire Lower Silesian Talent Support System. The data is fragment ary, due to several factors. First of all, we did not get replies to all our enquiries about statistics. In some cases, we

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obtained only fragmentary data. In the end, we were often referred to other entities, which we did not manage to reach due to time restrictions.

C. 9 Lessons Learnt

In the Lower Silesian Network of Schools Supporting talents framework, the need for the program's constant development and expanding the effective reach of the Network it is noticeable. Pedagogues stress, that providing access to schools on every level of education, within the Network will provide greater sense of working with talents. While the Network is well-defined in terms of grammar schools other registries leave much room for improvement. Pre-schools are considered a weak link; their slight participation in the program prevents effective experience exchange in the field of pre-schools pupil's talent support. Unfortunately the reach of the Network also prevents continuing the work with a gifted student in subsequent stages of his/her education. Promotion should not be limited to the schooling environment, but also include external institutions, particularly local governments, which participate in the process of supporting aptness marginally. Indispensible in this aspect would be meetings of the local administration representatives concerning ideals, means of realization and advantages stemming from the process of supporting talents. Another notion is increasing the diversity of the schooling programs for teachers, and the opportunity of more frequent interactions of teachers, which will serve exchanging of experiences. The necessary addition and complementation of the program should be cyclical meetings and common access of both the teachers and students to specialists competent in various subjects.

C.10 Transferability

Actions taken within the Lower Silesian Talent Support System attract attention both in Poland and abroad. In our country, the concept of working with students in order to recognise their talents at an early stage is promoted mainly through many conferences for teachers, although what is also used for the promotion of the system, is a wide range of subject olympiads. Even foreign partners of units contributing to the Lower Silesian Talent Support System eagerly follow the development of the system and the effects achieved through system solutions of working with talents. Many solutions produced within the Lower Silesian system are implemented by other Polish educational entities, although access to the solutions is limited. It is connected with the EU grants, thanks to which schools can raise funds for the realisation of their own programmes for working with students. Many projects of this kind concentrate on the individualisation of work with children (individual course of learning, additional classes, equalisation of educational opportunities, etc.), whereas the solutions provided by the Lower Silesian Talent Support System often constitute a base for organisation of work in educational entities. The only drawback of such systems is the short time of their functioning, because working with children after the project is finished is rarely continued on this level. Hence, in an obvious way, the functioning of this system resembles the situation that had functioned in Lower Silesia before the Lower Silesian Talent Support System was launched. These solutions, necessary and effective as they may be, are temporary and depend on the access to information about projects and succeeding in the organisation.

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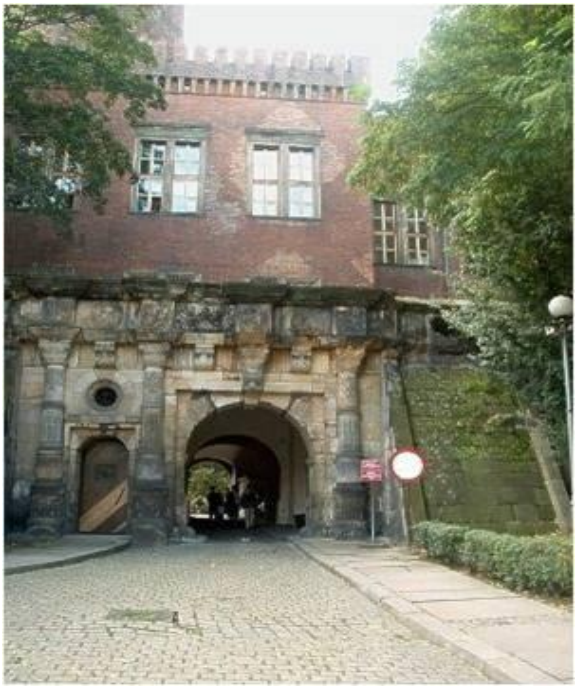
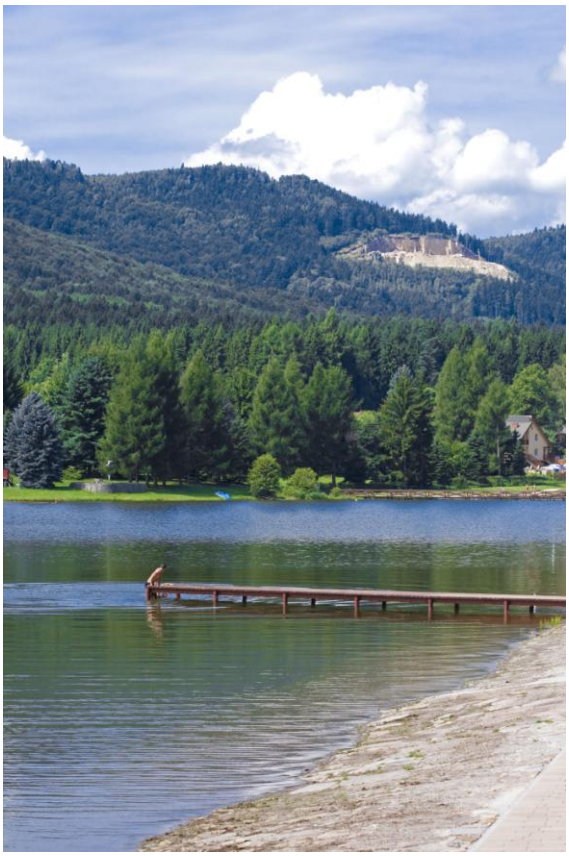
The region of Lower Silesia





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D. SWOT-Analysis

STRENGTHS	WEAKNESSES
• working within the system • early recognition of talents • child development monitoring • a wide range of actions supporting the development of talented individuals • raising awareness of the role of working with children and talent support • training in work with gifted children • a solid, consistent programme • integrated actions • creating environment for working with talented children • work organisation for teachers and schools • teacher development • higher quality of education • egalitarianism • individualisation of the educational process • providing tools for talent recognizing • the broadening of the course offer • improving parents' involvement • flexibility of teaching programs • increasing school prestige • prestige of granting • concepts and principles	• weak technical support for teachers • no bonuses for additional work of teachers (demotivating factor) • lack of continuity in the monitoring of upper-secondary school students • the support for schools decreases when the educational entity enters the network • no experience exchange among schools • no programme evaluation criteria available • no effective communication platform • weak communication between educational institutions and entities • lack of personnel • small number of common projects • no long-term strategy • no specialised experts available • extremely complex process of programme documentation • weak promotion of the concept, the programme and the functioning of the network in local • no funds for additional work and educational tools • upper secondary schools missing from the programme • no monitoring of progress in development of talented students • no central unit managing branch units • weak recognition of the Lower Silesian Talent Support System and the Lower Silesian Network of Schools Supporting Talents brands • no representative for the media

OPPORTUNITIES	THREATS
• supporting talented children • supporting children from small towns • opportunity for developing cooperation between schools and local organisations and entrepreneurs. • investing in future strong and effective individuals (students) • investing in development of young generation • cooperation with foreign institutions and the EU entities • involving independent entities in the project (businesses, foundations, universities) • creating a strong, recognizable, unique and professional brand of the Lower Silesian Talent Support System and Lower Silesian Network of Schools Supporting Talents • negotiations with Ministry of National Education concerning the adjusting of the law for the functioning of the system	• Lack of development of the programme and additional support for schools may result in quitting the project. • Lack of legislation changes causes the hindering of the development of the programme. • Weak promotion of the program and benefits may cause reluctance of teachers to participate in the programme. • The programme of talent support is realised mainly by aficionados • It is difficult to motivate all teachers . • The concept of the programme may blur once the EU grants are awarded. • Very strict accreditation and evaluation requirements • Too much bureaucracy for schools, causing reluctance to participate • Inappropriate vocational education in the field of talent supporting, which causes the decrease of prestige • A threat of losing the uniqueness of work done within the Lower Silesian Talent Support System

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4. Epilogue

4.1 Conclusions

Purpose of the formulated case studies are, to initiate an exchange of experiences on how to deal with the impacts of demographic change and as well with the resulting shortage of young skilled workers. The on regional level developed case studies are all based on already implemented/still ongoing best-practice-solutions which are all actively dealing with the effects of demographic change in the partner regions.

All partner regions are faced with migration issues and therefore a skilled worker shortage. The general concern of all participating regions is, to counteract these trends successfully. For this purpose, a variety of approaches was developed in recent years. The aims are to stop the brain drain and to promote the respective regions as an attractive place to work and live.
From the relatively large range of different regional approaches, those approaches of the partner regions were chosen, which are expected to be sustainable in terms of implementation and expected results.

In the context of the YURA project, selected model approaches were analyzed and discussed at regional and transnational level. Outstanding characteristics of all model approaches are, that each project follows an integral approach and is focused on an general applicability to other regions. By involving different stakeholders to the region-specific approaches, isolated solutions should be avoided. This is on the other hand vital to establish regional network structures, to initiate a sustainable process to backup these regions with young skilled workers.
The formulated case studies are characterized by a high degree of sustainability and their applicability to the partner regions. According to this, the comprehensive presentation of the case studies should be used to deduce model approaches for the successful implementation of the pilot actions in WP 4, and the development of the transnational youth strategy in WP 5.

4.2 Recommendations

For a successful implementation of the pilot actions in WP 4, it is necessary to distinguish the formulated regional model approaches in terms of their particular starting point, to assign them to the appropriate pilot actions.

I Learning Partnerships
II Business Academy
III Future Laboratory
IV Research Center for Pupils

With a corresponding differentiation the usage of already existing experience and project-related knowledge will be achieved optimally. Thereby additional work respectively mistakes in form and content can possibly be avoided from the outset. Thereof a close cooperation between the project partners within the four pilot actions is necessary to use already accumulated know-how in an optimal way.

The regional case studies were analyzed and discussed on a transnational level. Thereby it became clear, that the thematic priorities can be divided into five main topics. These are:

(a) information services for pupils and the youth
(b) promote entrepreneurship among students/youth
(c) individual support of pupils/career exploration
(d) additional, specialized qualification after education/apprenticeship
(e) adjustment of school infrastructure

The contextual breakdown of the model approaches in terms of methodology and procedures has been designed transparent and understandable. Additional information about responsible

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contact persons were implemented to enable a direct exchange of contextual and organizational aspects.

Based on the case study analysis's and the final discussion in the framework of the transnational exchange of experience the following recommendations are made, to allocate the case studies to the main topics.

(a) information services for pupils and the youth

For cluster (a) the case studies

- „Berufsinformationsmesse – BIM"[27] (Burgenlandkreis)
- „Praktikumsbörse – BLK"[28] (Burgenlandkreis)
- „KID Program" (Hajdu-Bihar)
- „Take Tech" (South-West-Styria)

could be identified. These are mainly focused on general and also in-depth information on career exploration for students and young people.

(b) promote entrepreneurship among students/youth

The cluster (B) is occupied by the case study

- "JUNIOR Company Programs "/ "Junior Enterprise Austria " (South-West Styria),

because it is mainly focused on early introduction of young people to economic interactions and their implementation in a market-like setting.

(c) individual support of pupils/career exploration

Individual support and assistance specifically for gifted pupils and young adults was primarily identified in the studies

- "Stipends for secondary school pupils and university students" (Usti Region)
- "DSWU - Lower Silesian Talent Support System" (Lower Silesia)

Furthermore, the developed knowledge from the case study

- "KID-Program" (Hajdu-Bihar)

from Hungary should find attention in cluster (c), because individual mentoring and career exploration offers were made, but without the specific focus on gifted pupils/young adults.

[27] engl.: „Career Information Fair"
[28] engl.: "Internship Exchange Platform – BLK"

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(d) additional, specialized qualification after education/apprenticeship

The Italian case study

- "Foundation for Upper Technical Institute for Sustainable Mobility Aerospace / Mechatronic - ITS (ITS Foundation) (Province Novara)

can be located in cluster (d), as it represents the development and implementation of a institution for additional and advanced professional qualification of young people with a university degree.

(e) adjustment of school infrastructure

The cluster „adjustment of school infrastructure" is filled by the case studies

- "DSWU – Lower Silesian Talent Support System" (Lower Silesia)
- "Backbone Schools Network" (Usti Region).

Both approaches are forcing in a greater or lesser extent the redesign/adaption of the respective educational infrastructure, to generate new potentials in school education and beyond.

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4.2.1 Proposals for pilot actions in WP 4

Subsequent, suggestions are submitted, in which way the experiences of the nine model approaches could be used for the implementation of the pilot actions I - IV in WP 4.

Pilot action I – Learning Partnerships:

Objective of this pilot action is to bring pupils closer to contents and main emphasis of vocational training and regional employment opportunities by praxis orientated/practical offers. Due to this, it should be achieved, that pupils get tied stronger to the respective regions, and as well to identify these as a potential place to life and work in. To achieve these objectives efficiently, it would be advisable to use the experiences made in the following case studies:

- „Berufsinformationsmesse – BIM"[29] (Burgenlandkreis)
- „Praktikumsbörse – BLK"[30] (Burgenlandkreis)
- „Take Tech" (South-West-Styria)
- „Backbone School Network" (Usti Region)
- „KID Program" (Hajdu-Bihar)

The basic idea of the pilot action "learning partnerships" is to enable, expand and perpetuate the cooperation between schools and the local economy. In this case, the experience of the mentioned case studies should be based on one another and as well support and complement them mutually. Therefore, one proposal could be a differentiation of varying offers according to the following pattern:

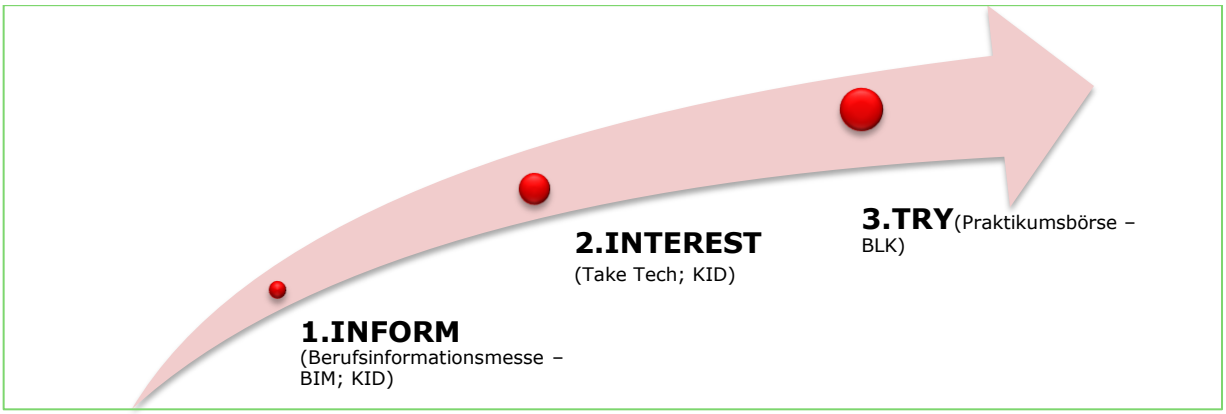

Figure 8: Scheme for the development of learning partnerships. Source: own illustration.

The in the framework of the case study "Backbone School Network" achieved experiences in terms of cooperation and support of regional schools through the local economy play an decisive role. Through a close cooperation and school-fostering by companies, synergies can be established. These are on one side the short to medium term adjustment of the school curriculum in order to react on the demand of skilled workers in the economy. Second, the offer of support by the economy can grant better learning conditions in the schools. In this way, both players benefit from a cooperation between schools and economy.

[29] engl. "Career Information Fair"
[30] engl. "Internship Exchange Platform – BLK"

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Pilot action II – Business Academy

Pilot action II "Business Academy" aims to establish specific offers for gifted pupils in higher class levels, to counteract the brain-drain of qualified young workers - a group of people which is highly important for the future development of each partner region. The case studies mainly to focus on, are:

- "JUNIOR Company Programme"/"JUNIOR Enterprise Austria" (South-West-Styria))
- "Stipends for secondary school pupils and university students" (Usti region)
- "DSWU – Lower Silesian Talent Support System" (Lower Silesia)
- "Foundation for Upper Technical Institute for Sustainable Mobility Aerospace/ Mechatronic – ITS" (ITS Foundation) (Province Novara)

To implement pilot action II „Business Academy", it is advisable to pool the achieved know-how to establish mutual complementary offers. For example it is possible that through scholarship funded students develop own ideas and bring those to market maturity (refer to the ideas of "JUNIOR Company Programme"). By this, pupils will get an extensive insight into a self-chosen field of activity. Furthermore, this will open up the option to assist gifted pupils in specific ways but also to motivate them in order to prevent early school dropouts.[31] Based on the educational support offers, also all other educational institutions should continue these form of individual support continuously. Thereby individual support should always be oriented as close as possible to the requirements of the labor market respectively the local economy.

Pilot action III – Future Laboratory:

In connection with the implementation of pilot action III "Future Laboratory", methods and instruments will be developed and tested, to make living and working in rural areas more attractive. This requires that all local stakeholders work together and agree on common objectives. Especially the participation of young people should contribute to adapt the social infrastructure to the actual needs. The regional case studies needed to be considered, are:

- "Backbone School Network" (Usti region)
- "Stipends for secondary school pupils and university students" (Usti region)
- "Foundation for Upper Technical Institute for Sustainable Mobility Aerospace/ Mechatronic – ITS" (ITS Foundation) (Province Novara)
- "Berufsinformationsmesse – BIM"[32] (Burgenlandkreis)
- "Praktikumsbörse – BLK"[33] (Burgenlandkreis)
- "Take Tech" (South-West-Styria)
- "KID Program" (Hajdu-Bihar)

The range of potentially-to-use case studies results primarily from the wide range which needs to be operated as part of the Future Laboratory. On the one hand, the experience of the restructuring of the educational infrastructure in the region Usti can be used to reduce overcapacities and to use financial and material resources in an optimal way. In this way, the quality of school education in the partner regions could be efficiently increased. By parallel organized information and support offers pupils, but also young adults, get in contact with regional institutions and companies.[34] The early initiation of contacts between companies and potential recruits as well as a high-quality equipment of school learning sites can counteract migration tendencies in rural areas. Extensive networks of local stakeholders but also an all-day care can be key points of this pilot action.

[31] cf. „Underachiever Entwicklungskreislauf" in: Kaup (2009), S.164
[32] engl. "Career Information Fair"
[33] engl. "Internship Exchange Platform – BLK"
[34] cf.the implementation of the „Berufsinformationsmesse – BIM" (engl. Career Information Fair) at the vocational school Zeitz

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Pilot action IV – Research Center for Pupils:

Pilot action IV "Research Center for Pupils" intends to stimulate the exploratory spirit of young people. To achieve this objective, especially the experiences gained from the case studies

- „Praktikumsbörse – BLK" (Burgenlandkreis)
- „Take Tech" (South-West-Styria)
- „KID Program" (Hajdu-Bihar)
- „Stipends for secondary school pupils and university students" (Region Usti)
- „Foundation for Upper Technical Institute for Sustainable Mobility Aerospace/ Mechatronic – ITS" (ITS Foundation) (Province Novara)

need to be included.

In the pilot action IV "Research Center for Pupils" is to be noted that the "awakening of the exploratory spirit" among pupils and teenagers, cannot be achieved overnight. Pupils and young people need to be encouraged and supported gradually within their fields of interest. To achieve or rather ensure this, coordinated step-by-step programs should be developed. Thereby a development process of pupils and teenagers can be achieved, in which general fields of interest could possibly increase to areas of specialisation. In order to achieve the objective of the YURA project (to counteract migration in the partner regions) all stakeholders of the regional economy should be included in this pilot action. This will support an active awareness-raising among pupils and teenagers among existing opportunities in the region. An ideal-type approach would be:

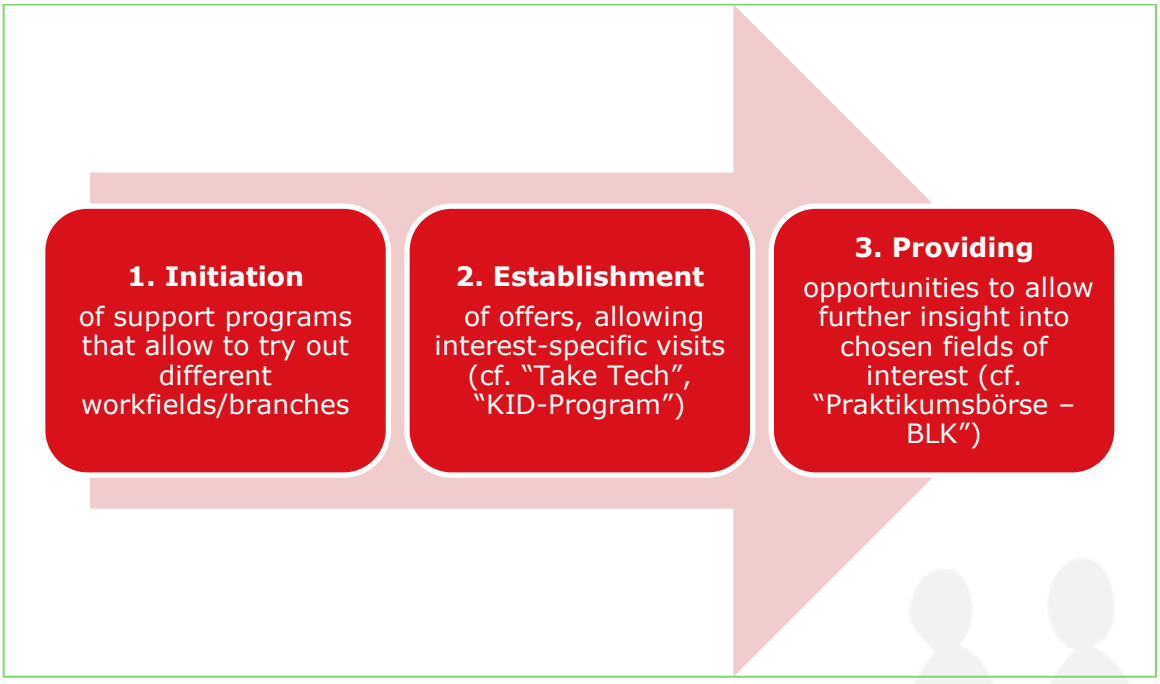

Figure 9: Scheme for an active awareness-raising among pupils and teenagers. Source: own illustration

In addition to this series of sub-steps, different ways of financial and material funding of pupils, teenagers (cf. scholarship programs of the Usti region and Lower Silesia) and in a limited framework also for companies could be a significant part in the decision process for young people to begin an apprenticeship in the region.

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Appendix

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