Transnational Benchmarking Study

Yura – Developing transnational transversal youth strategies in regions with migration

Final

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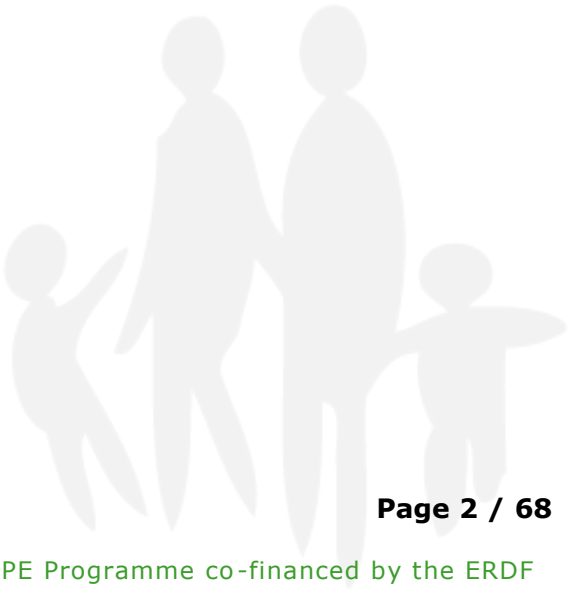

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List of Abbreviations

a.a.O.	In the place cited (= loco citato)
BLK	District of the Burgenland (= Burgenlandkreis)
cf.	Compare (= confer)
DVGW	Deutscher Verein des Gas- und Wasserfachs
e.g.	For example (= exempli gratia)
et al.	And others
GCE	General Certificate of Education
HE	Higher Education
IAB	Institut für Arbeitsmarkt- und Berufsforschung
ibid.	In the same place (= ibidem)
i.e.	That means (=id est)
IR	Innovation Region (= Innovationsregion)
ISCED	International Standard Classification of Education
IT	Information Technologies
LP	Lead Partner
MLV	Ministry for Regional Development and Transport
N.	Number
NGO	Non-Governmental Organization
NUTS	Nomenclature des Unites Territoriales Statistiques
PP	Project Partner
PTA	Public Transport Association
RM	Regional Management
SME	Small and Medium Enterprises
SWOT	Strengths, Weaknesses, Opportunities, Threats
u.a.	Among others
UAS	University Academic Services

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1. Preliminary Remarks

Within the framework of the project YURA, it becomes self-evident to view the participating region in a comparative manner. The herewith presented study serves this purpose in regards to benchmarking between the regions.

Therewith, a benchmarking that is not immediately based on operational statistics, which can normally be quantified, shows a few special characteristics. Especially, in fields of education and vocational training, quantified comparison is only accessible to a limited extent. Therefore, in an introductory chapter these special characteristics are going to be pointed out and explained. The performed work and discussions up to now and within the project as a whole let this appear to be a reasonable approach.

It should also be noted that the presented study builds on the already completed SWOT analysis and the identification of an agreed upon set of indicators. Their results are herewith incorporated in a summarized manner.

Finally, we would like to apologize that we resorted nearly exclusively to German-language literature on the subject. This is primarily due to the fact that this literature was easily accessible via the internet, and above all no translation was necessary in the development phase (a translation into English occurred only within the scope of the completion of the study).

Through the participating regions the survey was carried out within the framework of the benchmarking based on an agreed upon questionnaire. Generally, external experts were contracted, who were entrusted with the implementation.

2. Introduction

2.1 Benchmarking as Method; Goals of the Benchmarking

Originally, benchmarking is an operational method with the goal of obtaining and in turn exceeding current „best practice" via comparative analyses. Therefore, benchmarking refers to a method, where enterprises can learn to optimize their own practice on the basis of comparing figures from business structures and processes of other companies. Fundamentally, a distinction is made between

- **Corporate benchmarking**, in which the entire scope of business is viewed, and
- **Process benchmarking**, in which selected work processes with a significantly higher depth of investigation are viewed

Therewith, „benchmarks" are performance characteristics, which serve the current positioning in comparison with other market participants. This means, they are set targets in terms of "best standards", which must be striven for and exceeded to optimize process design, in order to improve its own market situation. This requires the definition of goals, which are substantiated by quantitative and qualitative indicators („benchmarks") to make a comparison possible. Therewith, benchmarking is viewed as a dynamic process, which is organized as continuous learning process.

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Finally, the benchmarking goal is the objective observation of relevant enterprises. The method in its classical operational form includes the following contents:

- Internal efficiency and performance assessment (actual state detection)
- External positioning with similarly structured enterprises
- Optimization possibilities and improvement potentials
- Retrieval of resilient information for controlling
- Identification and attainment of enterprise targets (feedback)

Using an example from the water supply sector, this basic approach shall be illustrated.

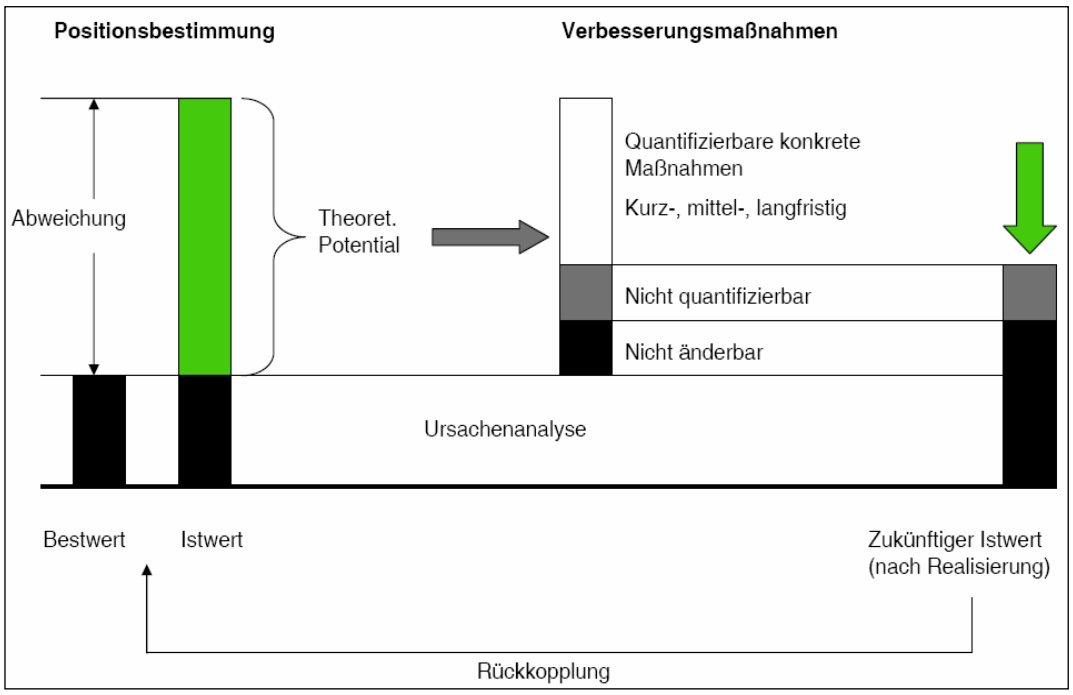

Chart 1: Benchmarking-Cycle (Principle Scheme). Source related to DVGW W 1100, Project Report Thuringia

The essential aspects, which have a decisive influence on the implementation under operational aspects, are:

- Comparability of involved enterprises (where applicable via classification)
- Limited number of criteria and indicators
- Reasonable time and expenditure
- Possibility of independent execution

In order to describe the benchmarking in operational practice, by now extensive literature exists.

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2.2 Characteristics of Benchmarking in Public Administration or rather NGOs

Approximately from the beginning till the mid-90s, this method is applied in the public sector. With the application of this method in the public sector, one has to keep in mind that a competitive situation, as in the free economy, is not preexisting. One characteristic of the public sector is that the goals of public service providers are not immediately given. Public administrations as they are also mostly represented in the YURA project, act as non-profit organizations, which are characterized by a missing objectified assessment instrument for effective and efficient resource allocation (cf. Tauberger 2009). The goals of the benchmarking have to be defined and operationalized separately, in order to introduce competitive elements via comparison into an area, where no competition between actors exists. Here as well, benchmarking nevertheless serves the detection of best solutions for the own optimization of processes and results in the public field. According to Tauberger (cf. Tauberger 2009), benchmarking is „an industry neutral, continuous and systematic process for the assessment of organizations, processes, products and services, which ought to find the best solutions in order realize above average performances." It is about continuously detecting own weaknesses and improvement potentials and to transfer this understanding into transformation and improvement processes. In this case it means, not to suggest statistical „best-of" problem solutions (ibid.) and equally a ranking (as it is common in operational comparisons) would not make sense.

Before the detection of solutions and identification of benchmarks can happen, target marks have to be defined, which at the same time build the basis for the identification of indicators and benchmarks in particular. It is possible that not all target marks can be substantiated with quantitative benchmarks. From literature established experience has been confirmed in this project as well.

Benchmarking with a broader regional approach, beyond the promotion of employment, is otherwise less spread.

Generally, via benchmarking for the regions as external view on inner features, processes and performances (thematic complexes) of a region shall be described to highlight and implement improvement potentials for the realization of duties (cf. Pelliccioni 2002). On the European level as well, benchmarking is understood as instrument for regions, in order to reduce regional differences, which have become noticeable in a negative way, with the goal of an increase in competitiveness and an accelerated creation of wealth (cf. Stellungnahme 1997)

In regards to benchmarking in the public sector, one has to keep in mind that an identification of the „best" is nearly impossible. However at the very least, there are always „better" in individual target dimensions, so that a competition for best solutions is possible here as well. Benchmarking in the public sector primarily serves performance comparison based on results (cf. Berelsmann-Stiftung 2001). In other words: it is about identifying best performances or solutions (best practices) and to directly derive lessons for the own organization („Learning from the Best") (cf. Kuhlmann et al 2010).

In principle, benchmarking assesses the substantiation of the defined goals (here: target marks) via quantitative - though a quantitative substantiation is not possible in every case – and qualitative indicators, in which at last the processes, methods and measures are reflected.

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Especially processes and methods cannot always be detected quantitatively. At the same time, it begs the methodic question concerning the selection of benchmarks. There are different opinions.

One opinion strives for a preferably exact quantification of target marks, which normally is linked to a high collection and updating effort. Another opinion represents a preferably strong use of publicly available information and a distinctly limited number of benchmarks, which as a rule has to be purchased with blurs while substantiating the goals.

The previously stated quote (Tauberger 2009) shows big problems, where a preferably exact substantiation of target marks via a preferably homogenous indicator system is confronted. Therefore, it appears possible to develop another opinion, behind the background of an obviously fairly high collection effort on significantly slimmer indicator systems, partially only focuses on indicators as benchmarks. In doing so, these indicators shall be derived, if possible, from publicly released and updatable information. In the already quoted workshop, these opinions at core were brought forward by representatives from the Netherlands and Switzerland. The representatives from the Netherlands, for example, refer to the following advantages of their system (cf. Ruige/ Wiendels 2004):

- **With considerably less questions (25): a few indicators can act as a manageable agent for improvement.**
- **Indicators based on actual local social service practice, *existing* documents and statistics.**
- **With a solid core (trend analysis possible) and flexible appendices (the external world is changing rapidly).**

Conclusion:

- **Choose, where possible indicators from existing documents or statistics.**
- **Do not get caught in too many indicators.**
- **Accommodate for validity by developing the benchmark model as well as the story behind the numbers.**

The definition and retrieval of quantitative benchmarks is only one side though: benchmarking is more than a comparison of indicators. Indicators are the entry into the benchmarking process, and not the goal of the benchmarking. Indicators must remain numerically limited and aid for cause analysis and practice conclusion – they cannot replace an evaluation or scientific research. At the same time, the qualitative opposed to the quantitative comparative view must not be neglected. Benchmarking shall be implementation-oriented. This means, concrete measures for change have to follow out of the systematic comparison. Method and technique of the benchmarking ought to be adapted accordingly (cf. Bertelsmann Stiftung ua, a.a.O.) The determined indicators provide the possibility to ask the right questions, but by no means do they give answers (cf. Jahrbuch 2006).

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As a rule this benchmarking of processes will hardly be detected via quantitative factors, but rather via qualitative descriptions. Therefore, a relatively broad spectrum of methods is made available, though the survey of direct or indirect participants of the process plays a role.

3. Placement of the Project YURA

Based on the characteristics in the public sector (as well as other sectors, in which competition is limited or not preexisting) presented in the previous chapter, a placement of the benchmarking in the project YURA shall be performed.

From the internationality of the project resulting specific, which is already reflected in the available indicators, will be responded to in due course. For the time being the general aspects shall be pointed out, which are characteristic for the project YURA, and which are also reflected in the selected indicators.

3.1 Goals of the Benchmarking in YURA

Benchmarking has been established in many sectors of public services. This concerns especially the sectors of state administration and sectors part of the social infrastructure. Under the assumption that the execution of a benchmarking would require a definition of uniform goals, then this represents the first difficulty: uniform goals often cannot readily be defined, especially since the target marks partially withdraw themselves from quantification. The project YURA is facing this difficulty as well, especially since the problems of the participating regions very much differ, which has already been shown in e.g. the SWOT-analysis.

In order to be fully able to solve this dilemma satisfactory, it would require a detailed empirical contemplation, which would have, within the limited project budget of YURA available for the collection, processing and assessment of indicators, gone beyond the scope of the available financial framework. Behind the background, the compromise was to use the goals that were already in the project application named overall goals.

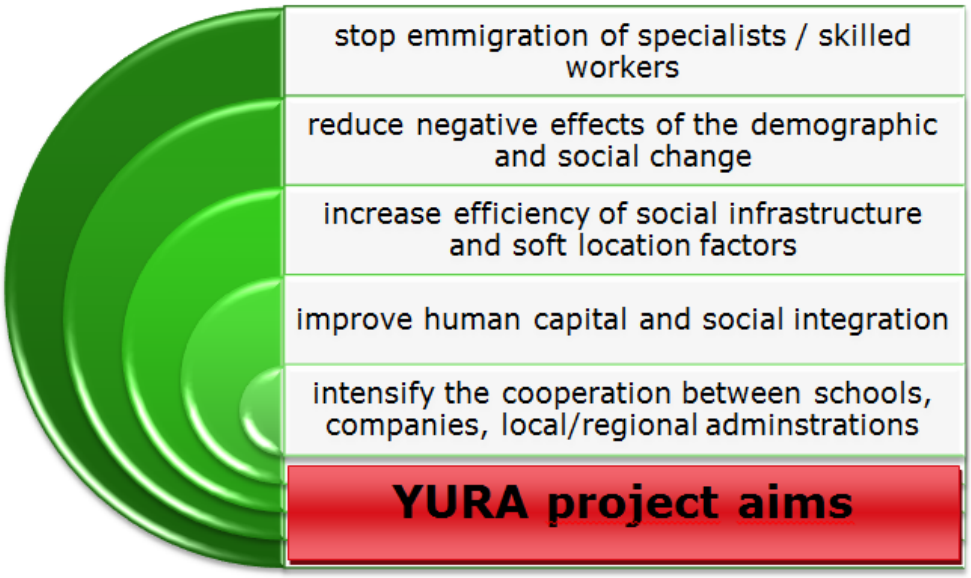

Chart 2: YURA project aims. isw Institute gGmbH graphic 2012

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Herewith, the defined goals must be ceded some vagueness, through which the determination of indicators was restricted. This too is not uncommon, so is to be determined e.g. in connection with the benchmarking for social services: social services is an area, in which it is not always easy to pursue the first steps for a consequential benchmarking – namely to define uniform goals and to determine quality, which shall be the scale for the assessment of success and „good practice"(Hollenrieder 2002).

If one accepts this vagueness, it becomes apparent, that within the project YURA the goal of the benchmarking cannot be that one region (or more) is highlighted as the best based on a specific characteristic determined, which all others shall learn from. That would be neither from content nor from (quantitative) data records useful or even feasible. The goals should more so be the determination of „good practice", where its application could promise success in other regions as well.

The herewith described goal of the benchmarking meets in essence with the above described goals in the overall context (Kuhlmann et al. 2010, Tauberger 2009).

3.2 Data Record and the herewith Resulting Restrictions

Possible results of the benchmarking are influenced greatly by the available original data. In the operational field, the data collection usually goes deeply into the cost and revenue structures of enterprises, in order to perform the necessary assessments.

In the social field the requirements are more differentiated, particularly since often processes are to be assessed, which are only partially or not at all available for quantification. In the previous chapter it was already pointed out, that there are two basic approaches:

- Striving for a preferably extensive quantitative mapping of the processes to be assessed; this approach is already facing constraints because of the involved work effort, especially considering the sustainability of the framework of indicators: particularly in case of subsidized projects at the end of the subsidy, the repeatability is often only partially and in extreme cases not at all given.
- For the comparison, the use of fewer characteristic indicators, which may be amended via the collection of qualitative assessments (e.g. questionnaires, phone interviews). During the determination of indicators one shall resort to publicly released or rather publicly available data. In exceptional cases data processing can become necessary, if e.g. publicly released data is not available in the necessary regional or content-wise structure.

At the beginning of the work it was already foreseeable that particularly quantitative indicators would only be comparable to a limited extent. For example, the educational- and vocational training systems are organized differently in the individual partner regions. Likewise, the definitions of occupations requiring formal training differ in the individual countries. Therefrom result different structures of data collection. The following assessment of the Usti region is typical for the problems in comparing indicators: for this indicator system participants of pre-vocational activities in the Usti region represent participants of follow-up courses (ISCED 4).

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Education system	Level ISCED
Basic schools	ISCED 2
Basic school	ISCED 2A/B
Secondary education	ISCED 3
Secondary education with Matura examination	ISCED 3A
Conservatories	ISCED 3B
Secondary education with AC	ISCED 3C
Follow-up courses	ISCED 4
Courses completed with Matura examination	ISCED 4A
Courses with AC	ISCED 4C
Universities	ISCED 5
Master and bachelor programmes	ISCED 5A
Higher professional schools	ISCED 5B

Chart 3: International Standard Classification of Education (ISCED)

In a few cases it turned out to be unavoidable to resort to data above the aimed for regional level (NUTS III), since the data was only available on a country or rather beyond regional level scale (cf. the above remarks of the Usti region). This happened with the trust, that the data records are representative for the respective region in spite of a higher aggregation.

On the one hand, data from Eurostat was only available to a limited extent and on the other hand often not in the desired content-wise and regional context (NUTS III-level). Therefore, the use of these data sources was forgone and the fallback to data sources from the project partners exclusively occurred.

Own quantitative data collection within the framework of the project was not foreseen.

All in all this lead to, that already because of the come upon data of qualitative collection via the developed and with the project partners agreed upon questionnaire was given great significance. Therewith however, it also limits the informative value of the benchmarking.

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3.3 Approach in YURA

Behind the background of the sparsely available quantitative data records in regards to the numbers and comparability needed for the benchmarking indicators, special attention was paid to the development and co-ordination of the qualitative questionnaire (the questionnaire has been attached as annex).

This questionnaire was filled in by the participating partner regions themselves (one questionnaire per region). The method of completions was left up to the partner regions, so that different methods were available to choose from:

- a written survey (sending the questionnaire to experts, asking them to answer the questions in writing)
- commissioning one or more external experts with the completion (or rather the organization and implementation of the completion)
- the realization of expert interviews
- the realization of expert workshops

In order to limit the time effort needed for the completion, the questionnaire was designed in a way that as many questions as possible could be answered by ticking a box. Nevertheless, to provide specifics, hints and content-wise explanations, the line „remarks" was added and numerously made use of.

The here applied approach had the advantage to provide a vast uniformity and therewith a comparability of answers. One questionnaire was returned per region (meaning that the inner regional results were aggregated to one regional result). Highly unfavorable was the therewith linked fewer results on quantitative figures, which limited total information possibilities significantly.

Furthermore, the already in previous project phases compiled indicators were included in the assessment (cf. chapter 4.1).

The processed battery of questions was developed along the project goals of YURA. From our point of view, this approach represented the only possibility to carry out a more so on qualitative characteristics oriented survey respectively within a time-wise and financially limited budget. From our point of view, it herewith complied the most with the standards of a benchmarking, which for example is formulated in literature as the following: To put it bluntly, the benchmarking only starts after comparing indicators – in an intensive, methodically different exchange about the question: How were the results reached? Which sequences, processes, decisions or weighting of goals are behind this? (Hollenrieder 2002)

The praxis has surely shown that for the practical preparation and implementation of the survey the time foreseen was relatively short, since the return extended to well beyond the planned time frame until June 2012. Therewith, the completion of the study was delayed to an unforeseeable extent.

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3.4 Methodical problems

From the data records especially result a series of methodical problems.

However, the most serious problem turned out to be the practical non-comparability of existing systems for vocational training in the partner regions. While school education is still fairly comparable, including the different forms of occupational orientation, this is not the case with vocational training. The dual system of vocational training, meaning the parallel practical training in enterprises and the theoretical training in vocational schools, is only practiced in some regions (also in Germany this does not occur continuously– one only needs to think about the health professions, which are mostly trained in vocational schools). A benchmarking for these – essential – fields of the project would come close to a principle investigation in terms of a system comparison, which would significantly exceed the framework of the project. Therewith, from the get-go the expressive capability is limited, because an essential field remains at least partially hidden.

Opposed to that, the different systems of the school education, which are also accounted to the methodic problems, are of lesser weight. Especially specifics, such as the duration of joint learning before different school leaving certificates are steered towards, are not of equal significance for the project. Nonetheless, this question is of significance, as the duration of joint learning holds intersecting sets with the timeframe of occupational orientation by all means.

A second methodic problem results from the incompleteness of available informative sources. It was already pointed out, that independent empirical investigations were not foreseen within the framework of the project YURA (unless they were carried out by external experts – however, this possibility was not utilized). Therefore, publicly released statistical sources and others, with justifiable effort accessible materials, such as internal statistics and overviews with the project partners, studies, analyses and reports with respective statistical components, were resorted to. Herewith as well, only a limited comparability is given.

Behind this background, the assessment focused on the questionnaires, which were worked on by the regions and mainly on the assessment of non-quantitative, but qualitative estimations. Alongside, the in a previous project phase determined indicators for the benchmarking were used, regardless of the presented problems with the quite heterogeneous information base on which the indicators were built on.

Emphasis during assessment was put on more so the identification of best practice and not only, but also for these reasons, less on a quantitative comparison of selected indicators.

According to Tauberger, the benchmarking does not suggest a statistic „best-of" problem solution in any case, but offers the public administration the possibility to continuously recognize own weaknesses and improvement potentials and to implement this understanding in transformation- and improvement processes (Tauberger 2009). Important, in connection to this, is also the reference that the not reflected copying of methods and structures of the best normally lead to failure, if they fail their own situation (ibid.).

All in all is to state that the originally envisaged benchmarking concept could not fully be implemented. This concerns particularly the quantitative benchmarking.

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4. Results

4.1 Review: Selected Indicators and Results of the Investigation of Indicators

4.1.1 Selected Indicators

The following indicators were included in the assessment and supplied by the regions:

General indicators
Migration movements across district borders (NUTS-III-level)
Transition rate from vocational training into regular employment
Integration and continuation rates in funded measures for integration into the labour market
Outbound commuters by occupational categories and age groups
Child care at pre-school age
Pre-school enrolment child care: Places in daycare facilities resp. pre-school facilities per 100 children
Pre-school enrolment child care: Childminder care places per 100 children
Number of schools per 100 pupils
Youth and leisure facilities per 100 children and youths
Supply of socio-cultural location factors
School-leavers by school type and gender
Destination of school leavers
Destination of school leavers by destination type after leaving certificate
Other destination by leaving certificate
Youth unemployment
Number of granted scholarships as part of young talent promotion

Chart 4: General indicators of the YURA indicator system. Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

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Regional specific indicators
Number and percentage of unplaced applicants
Matching of supply of and demand for training places
Percentage of discontinued traineeships by gender and occupational category
Learning partnerships

Chart 5: Regional specific indicators of the YURA indicator system. Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

Hereto is to note, that the general indicators were almost completely provided by all regions, of course in different spatial and content-wise degrees of detail, while regionally specific indicators were available only to the project partners South-West Styria and the district of the Burgenland. This may be due to the fact, that the indicators were quite strongly put onto the specific situation of these project partners.

Results from the indicators system as well as from the individual indicators were included in the study.

4.1.2 Summarized Results of the Indicator Study

The heterogeneity of education and training systems in participating partner regions is reflected in the indicator system. Uniform or easily comparable indicators were only identified in a few instances. Yet, the basic tenet – because of the very limited financial budget and better opportunities for later updating – was that there would be surveys as part of the project but publicly accessible statistics were to be used to acquire information. This framework condition was mostly kept.

Several summarising statements can be made despite the above restrictions.

Almost all regions are characterized by considerable outbound commuter surpluses. District of the Burgenland and North Great Plain are particularly affected by out-migration movements of young people while Novara enjoys marked influx surpluses notably of young people. Hence, a direct connection between outbound commuters and (later) population out-flux can be assumed for various regions but not evidenced on the basis of available statistics. Usti region and South-West Styria also have outbound commuter surpluses, although apparently without impact on migration behaviours.

One basic premise for developing a youth strategy is *inter alia* the opportunity of finding adequate employment in the region after completion of training or studies. The indicator "take-over rate" provides various clues in this respect despite restricted comparability (not all occupational categories included, several general representations). Take-over rates differ very much: They are e.g. in the Usti region very high over the whole period under review, have clearly risen only in recent years (district of the Burgenland) or are in comparison with the other regions constant at a relatively low level (North Great Plain). Statistics for South-West Styria, however, provide the important indication that the take-over rate should not veil over the quite

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high total fluctuation. Thus, about 60% of 25-to-29-year-olds had changed jobs at least once. Such values should be transferable also to other regions. Another fact to be considered is that short-term or time-limited jobs are rather frequent, not only in Austria.

Several indicators point to a close connection between educational or vocational leaving certificates and chances in the labour market. Figures for the Usti region show a clearly higher take-over rate is achieved by matura graduates. Almost all project partners mentioned that the type of leaving certificate influences the hiring behaviour of companies towards apprenticeship seekers.

All regions are making major efforts to re-integrate young people into the labour or training markets. The large numbers of offered measures, however, have different success rates. Integration rates of the most frequent measures are between 30 and 43% in the district of the Burgenland and an average of 50% in Novara. Statistics for the district of the Burgenland show that individually tailored measures yield significantly higher success rates. In various cases also short-term or poorly paid ("precarious") employment relationships are accepted (South-West Styria, also district of the Burgenland).

Childcare opportunities are available in all regions, albeit to a different extent. Largely area-covering childcare is provided in the district of the Burgenland, the Usti region and North Great Plain. Austria shows generally lower rates, with rates for South-West Styria being clearly below the federal average (the percentage of children with lunch was used as basis for comparison). Children at pre-school age require special care; hence, the percentages of attended children in this age group are clearly higher than in 0-to3-year-olds. Child-minders apparently play only a minor role.

All regions have a supply of schools within easy access, at least of primary schools. The declining development of the number of pupils has led in some regions to a relatively increased number of schools per 100 pupils e.g. in the Usti region, North Great Plain and district of the Burgenland. This means, in other words, that school locations within easy access shall be maintained in rural areas although there the numbers of pupils are decreasing. A contrary development was only found in Novara, notably in the sectors primary education and secondary education, where the number of schools remained constant despite increasing pupil figures.

The share of pupils who attend secondary schools increased in some regions.

Most regions provide an area-covering supply of youth and leisure facilities. The majority of such amenities are government-funded or supported infrastructures.

Supply of socio-cultural location factors is partially constant; there were a number of increases in such amenities as museums and galleries (Usti region). The indicators, however, suggest that especially "youth-related" infrastructures (e.g. cinemas) in rural areas are only available in larger municipalities (North Great Plain, district of the Burgenland). Statistics show that Novara enjoys the best supply in this sector.

Regions with population decline are also affected by a partially marked decrease of the number of school-leavers (particularly in the district of the Burgenland). The structure of school-leavers is changing, Usti region and North Great Plain, for instance, experience a rise in the number of higher leaving certificates. One remarkable finding is that the percentage of male youths is significantly higher in school-leavers without leaving certificates (district of the Burgenland, Usti

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region), and conversely, the share of female youths with higher leaving certificates is significantly higher.

One key issue for a youth strategy is: What will happen after leaving school? There are considerable differences in the vocational training systems of the individual partner regions. Hence, comparability of indicators is restricted. To this adds that statistics are often incomplete and fail to provide coherent information. In some instances interpretation is aggravated by regional specific factors (district of the Burgenland: unplaced applicants). Nevertheless, some summarising statements can be made.

Measures (differently designed) which are aimed at introducing young people with less developed competences to vocational training (so-called vocational preparation measures) are implemented in all regions.

Individual regions, though, are characterised by different developments:

- **South-West Styria: notable is a very high percentage of male apprentices; a review of recent years reveals that both industry and training in vocational training institutions are the winners**
- **District of the Burgenland: the development of entries into vocational training is more or less equal to the number of school-leavers; while the number of entries into vocational preparation measures has decreased to a lesser extent in comparison**
- **Usti region: the number of vocational training enrolments is clearly declining, while secondary study courses have increased**
- **North Great Plain: vocational school enrolment has increased in recent years**

Data for higher-education entrants was available for the Usti region and North Great Plain, both regions have HE institutions. Apparently the number of higher-education entrants has not risen recently as a consequence of the declining trend of the number of school-leavers.

Youth unemployment is major problem in several regions. Almost all regions under review are affected. Youth unemployment in the district of the Burgenland is decreasing but still quite high. Youth unemployment in South-West Styria is constantly at a high level, the rate has increased in North Great Plain in recent years. A very problematic development was observed in Novara with a dramatic increase in youth unemployment. Qualification structures that were also surveyed in some instances, evidence that especially poorly qualified people are affected above average. Youth unemployment and its curbing will remain a high priority in the future.

Promotion of young talent is a further issue. There are very well developed systems in Hungary and the Czech Republic which were extended further in recent years.

Regional specific indicators were only provided to a limited extent, i.e. only very few summarising statements can be made. Maybe the fundamental approach itself should be reviewed, namely to incorporate specific regional features in a relatively general indicator system. On the other hand, false conclusions may be drawn when regional specifics are left unconsidered, e.g. the aspect of "unplaced applicants" that is obviously restricted to the project partner district of the Burgenland. Such a review will be one task in preparation and

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implementation of the forthcoming benchmarking, which shall be based *inter alia* on the indicator system. Another remarkable fact is also the increasing differentiation between supply and demand of training places that was verified in the district of the Burgenland but is apparently not as severe in South-West Styria.

4.2 Regarding the Project Goal: Stop Migration

It was already shown, that the benchmarking was carried along the presented goals of the project application.

One project goal was to stop emigration of specialists/skilled workers, reduction of the negative effects of the demographic and social change.

To be able to assess the efforts of the individual regions, for starters the general question concerning emigration of specialists or rather skilled workers over the past years and after was asked, and what influence demographic development had on the migration evolution. Both questions are to be viewed in connection with one another and belong to the background for the further continuation of the survey.

For the quantitative measurement, data from the population statistics was made available for most partner regions (cf. Indicator Report 2012). Even though, the population statistic does not provide information about the extent of skilled worker emigration.

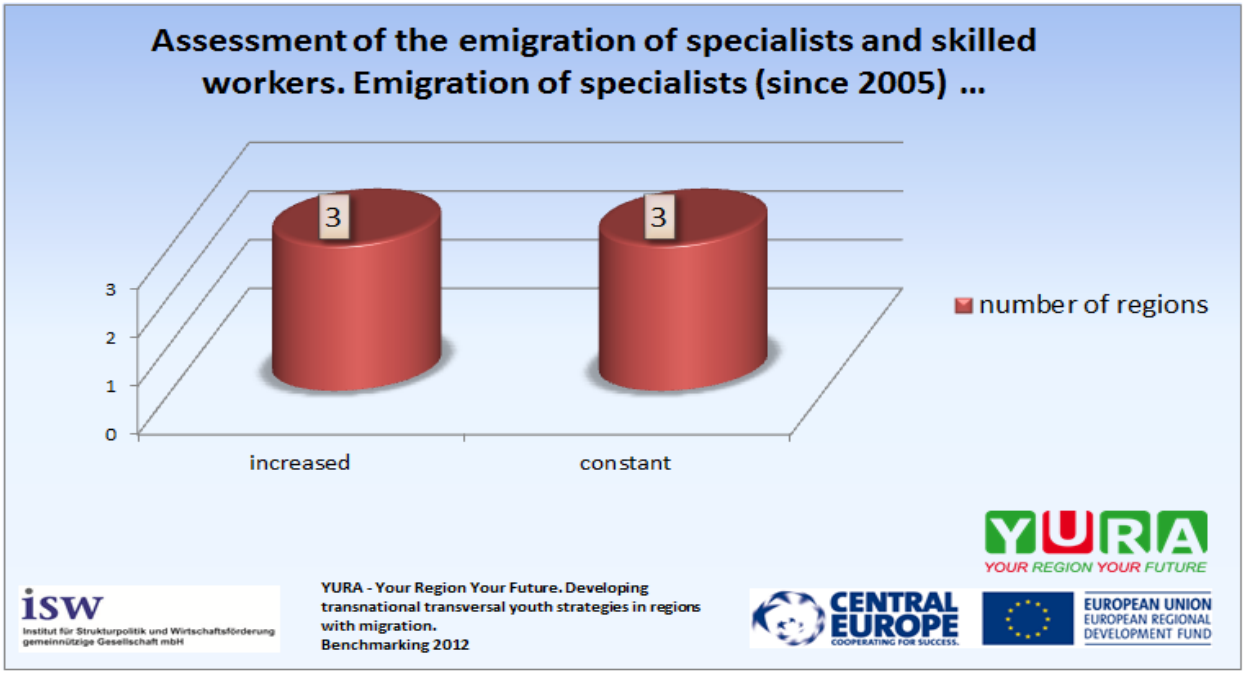


Chart 6: Assessment of the emigration of specialists and skilled workers. Emigration of specialists (since 2005)... Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

The survey showed, according to the assessment of the partner regions, that the problem still exists unabatedly – all regions assessed a growing or unchanged migration evolution. Therewith, it was left open, whether the migration into larger cities of the region or as „real" distance-migration occurred. References from the project, such as the final report concerning

the pilot actions, indicate that both directions may be the case – of course to different degrees in the individual regions. Nevertheless, the pilot actions show possibilities, which exist for the design of individual work and life concepts in the regions. The possibilities of an apprenticeship or rather employment within the region shall be demonstrated via the inclusion of regional enterprises and administrations (e.g. economic offices), in order to counteract emigration.

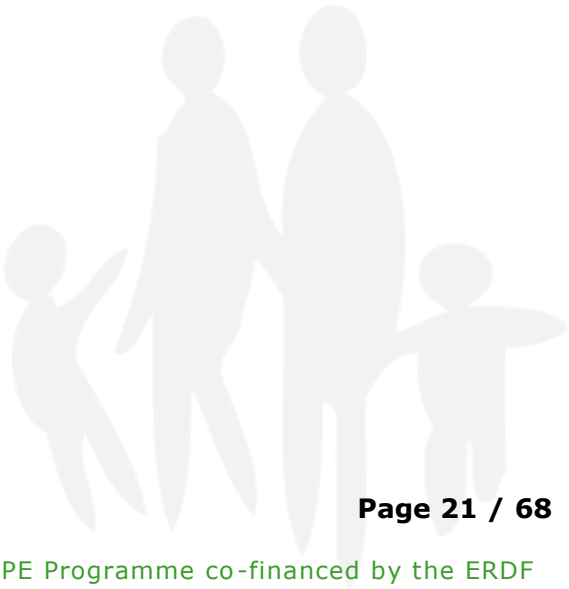
Possibilities shall be shown through the pilot actions, to actively see through demographic change.

Goal is amongst others:

- **Lowering the rate of school drop-outs**
- **Keeping young people in the region, providing perspectives,**
- **Networking of regional enterprises with schools**
- **Cross-generation living with one another, learning from one another**
- **Utilizing experiences and including the older generation, youth centers with youth from various social origins.**

A direct influence is not measurable of course, not at last because of other overlapping effects. Representing for the regions, which state a growing emigration, an assessment by the technical project partners is depicted: cross-border migration is only monitored as a total number of those immigrating and emigrating. Since 2005, a worsening in the negative balance between those immigrating and emigrating has taken place. Thereof, the conclusion is drawn that even in migration of specialists there has been an increase.

In regards to YURA the Hungarian project partner highlight: in the framework of YURA's pupil research pilot program the low educated manpower stayed in the region after the pilot action was finished. In youth tourism profession's youngsters could move into another region, but thanks to the pilot action, which offered them professional practice and working experience, they stayed in the region. The brick makers stayed in the region, because their profession is still a missing profession in the region. Progressing project impacts are however of long-term nature (Hajdu-Bihar).



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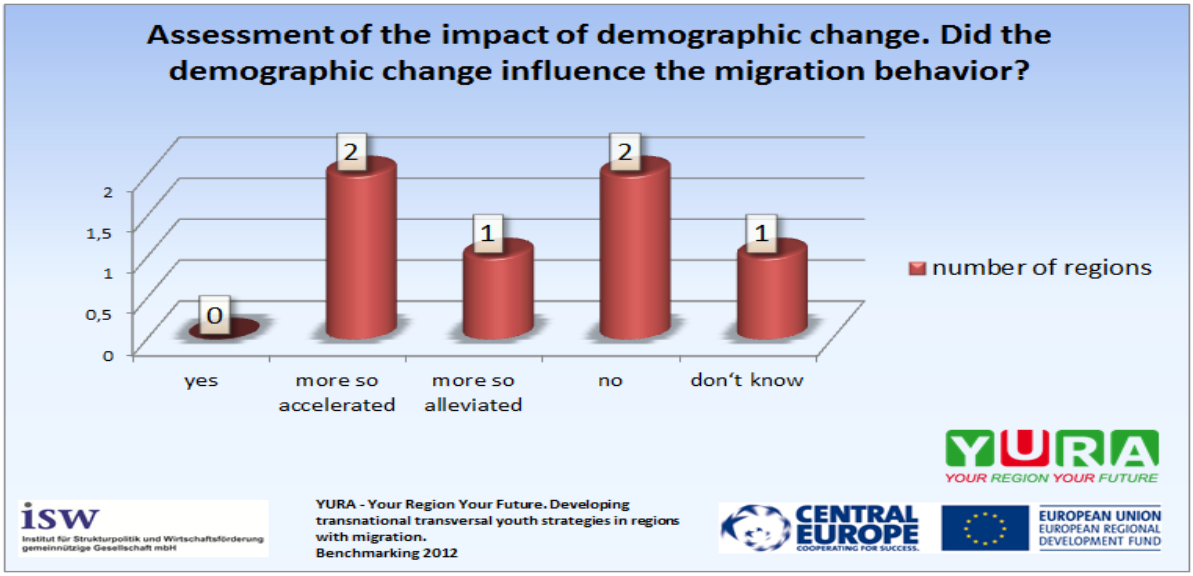

Chart 7: Assessment of the impact of demographic change. Did the demographic change influence the migration behaviour? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

The influence of demographic change on the emigration of skilled workers is differently assessed. Some regions are of the opinion, that the impact, as well as the effects of the project YURA, can only be evaluated medium-or long term. In one region (district of the Burgenland) demographic change has already progressed so far, that based on the lack of young people it more so appears to be procrastinating on migration. Behind the background of the subsequently presented migration motives, it appears to be quite plausible. As it was demonstrated in previous reports (cf. SWOT-analysis 2011), this is not typical for other regions – emigration processes are vastly unstoppable in progress. Two regions believe the influence to be irrelevant. As reason was given, that the emigration occurs mainly for economic reasons: The loss of good intellectual resources is not linked to a proper demographic change, but it is mostly linked to a commuting behavior of the youngsters: they often remain to live here, but it is a virtual presence, because they spend the whole working week elsewhere (Novara) or rather migration behaviour is primarily interlinked with economic development instead of demographic change in the region (Usti region).

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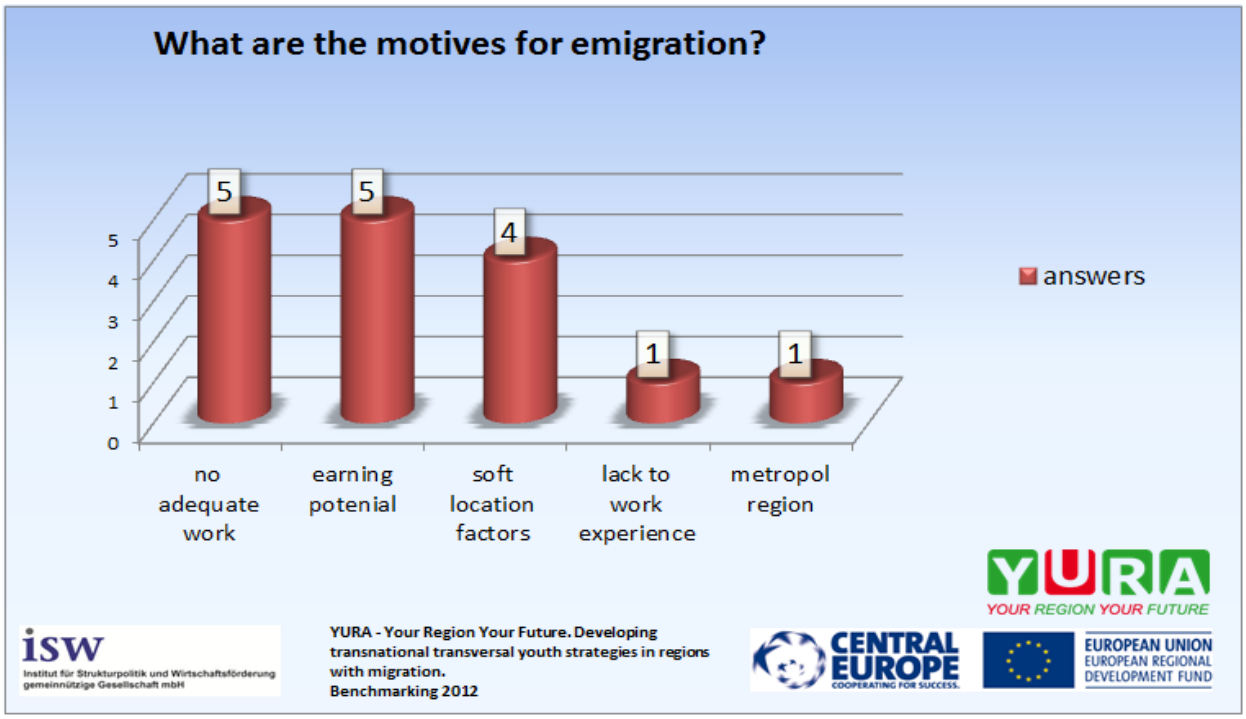

Chart 8: What are the motives for emigration? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

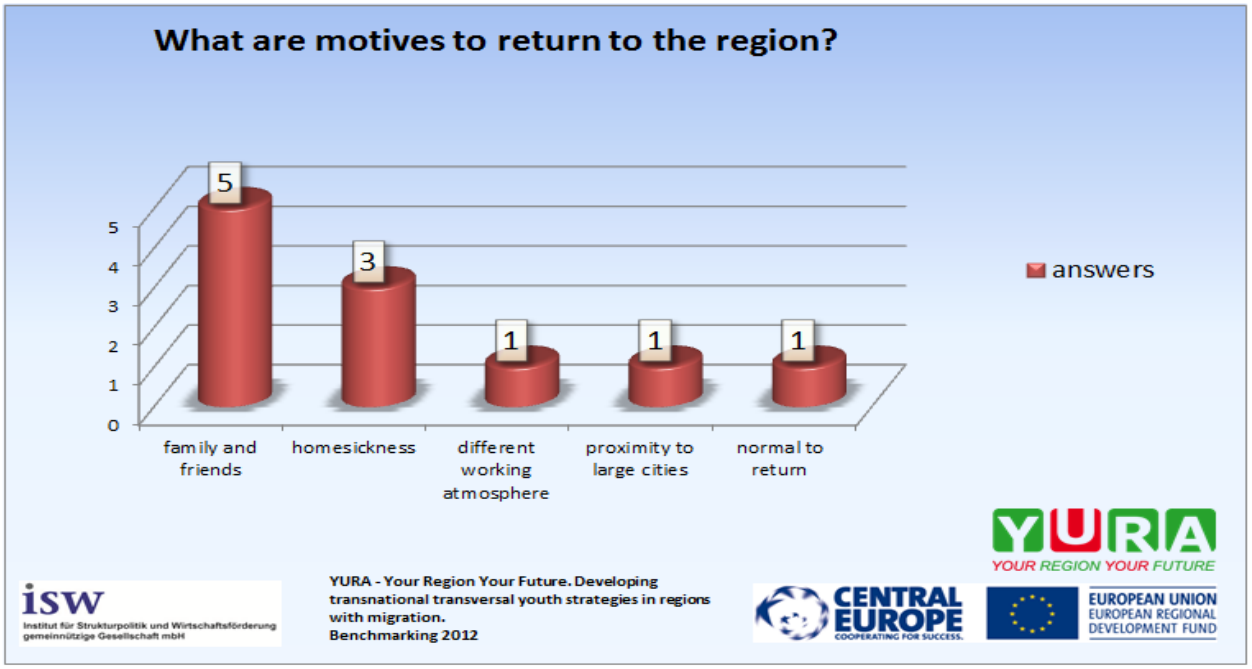

Chart 9: What are the motives to return to the region? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

The motives of migration shall be viewed jointly with the motives for remigration. The main motives, which were given almost uniformly by all regions, are mostly of economic nature: earning potentials (Hajdu-Bihar points out that earnings in Budapest are double than in other towns), but also the ability to find employment corresponding to expectations in the region. A

significant, but nevertheless graded importance is attributed to soft location factors. At last, (better) opportunity for advancement was named as motive as well (district of the Burgenland).

However, if one views the motives for the overall less pronounced remigration, then subjective factors stand in the foreground. Because of (better) earning potentials nobody re-migrates in the participating regions. But when family, friends or even a strong connection to home, are the main motives for remigration, soft location factors gain significantly in importance. This thought is also of relevance, because administrative acts reach its limits – wage level or the provision of adequate employment are first and foremost duties of the economy or social partners respectively. In contrast, the soft location factors can at least be partially designed by policy, here should be possibly looked for links within the framework of the pilot actions (or rather after the end of the project during follow-up), perhaps via inclusion in the future laboratories.

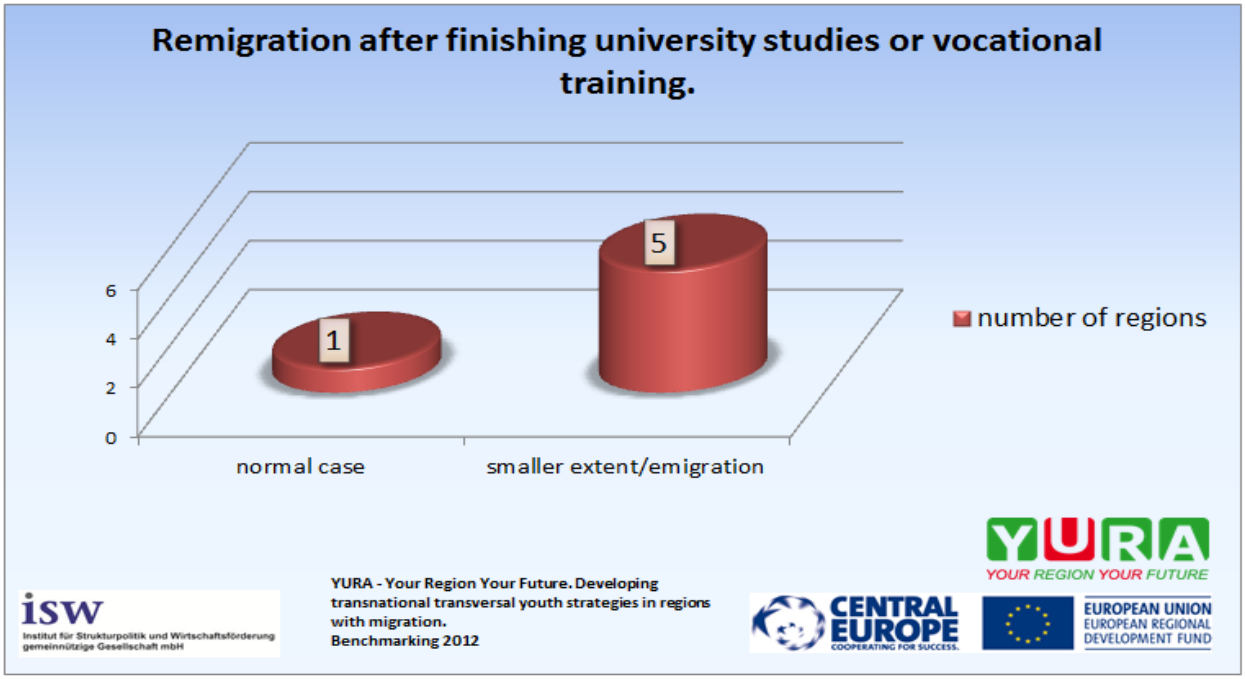

Chart 10: Remigration after finishing university studies or vocational training. Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

Critically viewed is the remigration after vocational training and academic studies. Merely one region views remigration as normal case, all other regions assume a lesser degree, meaning that vocational training and academic studies lead to migration to a large extend. Especially this step, the so-called 2nd threshold, should build a stronger starting point for continuative considerations after the end of the project. The so far determined concentration on the first threshold from school to vocational training has obviously shown little impact. A closer examination of the 2nd threshold, in order to contain emigration, appears to certainly make sense.

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Box 1 Transition Rates

Burgenlandkreis: Transition rate from vocational training into regular employment for the state of Saxony-Anhalt (as at 30.06. of each year)

	2007	2008	2009	Distribution of graduates 2009 (%)
Total	35	37	46	100
Total (w/o extra-company traineeships)			55	
Agriculture and forestry*	46	28	44	2
Mining / energy / water / waste*	91	95	90	1
Processing industry	59	62	68	15
Construction industry	58	47	54	6
Retail and repair	43	43	56	19
Transport / information/ communication*	40	67	20	4
Financial / insurance services*	92	89	94	3
Services	16	21	32	43
Business support services			50	5
Educational services*			9	20
Healthcare and social work activities			62	8
Other services			45	10
Non-profit organisations*	0	19	1	4
Public administration*	76	82	83	3
Saxony-Anhalt total	35	37	46	100
of that:				
Knowledge industry	50	66	57	10

Source: IAB Establishment Panels Saxony-Anhalt 2008 and 2009
* Values for sectors marked (*) are prone to a high statistical error tolerance due to low staffing number and, hence, can be interpreted only to a limited extent.

Transition rate data were only available at country level. In total, the take-over rate has markedly risen in recent years, with various substantial upward and downward fluctuations in individual industrial groups. An almost continual upward development in terms of take-over behaviour was, however, observed in 'training-intensive' service sectors as well as in retail and processing industry.

Austrian statistics show that a take-over of trainees is not a guarantee for a long-standing employment relationship. After all, 60% of 25-29-year-olds had changed their jobs (places of work) at least once. Less than 30% of the 30-34-year-olds still worked in their first job.

Table 1: Box 1.1 Transition rate

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Austria: Employment status of young adults after training completion

First stable job of 15- to 34-year-olds after training completion by age

	Total	15-19	20-24	25-29	30-34
Current job is first job	36	33	48	35	29
Worked in first job (but not at present)	55	16	39	60	67
Never had a first job	9	51	13	5	4

Source: Entry of young people into the labour market (STATISTIK AUSTRIA)

In Usti region there is a difference in the transition rate between graduates with maturita examination and with AC. In all years the rate for graduates with maturita examination is significantly higher. Such differentiation according to qualification was also observed by project partners in other regions.

Usti: Transition rate from vocational training into regular employment

		2005	2007	2009
Success of graduates in the labour market (ISCED 3)	with maturita examination	88%	88,20%	87%
	with AC	79.90%	83.80%	79.40%

Comment: Data is available once every two years

Source: Institute for Information on Education

The transition rate in the Northern Great Plain Region is similar to transition rates in the regions of South-West Styria and Burgenlandkreis. An increase was found in Burgenlandkreis, not least due to demographic development, while the rate in the Northern Great Plain Region remained almost constant in recent years.

Northern Great Plain: Employment rate of vocational training graduates

Year	2005	2006	2007	2008	2009	2010
Rate	39.01	39.23	39.21	41.05	37.08	38.54

Source: Central Statistic Office

Table 2: Box 1.2 Transition rate

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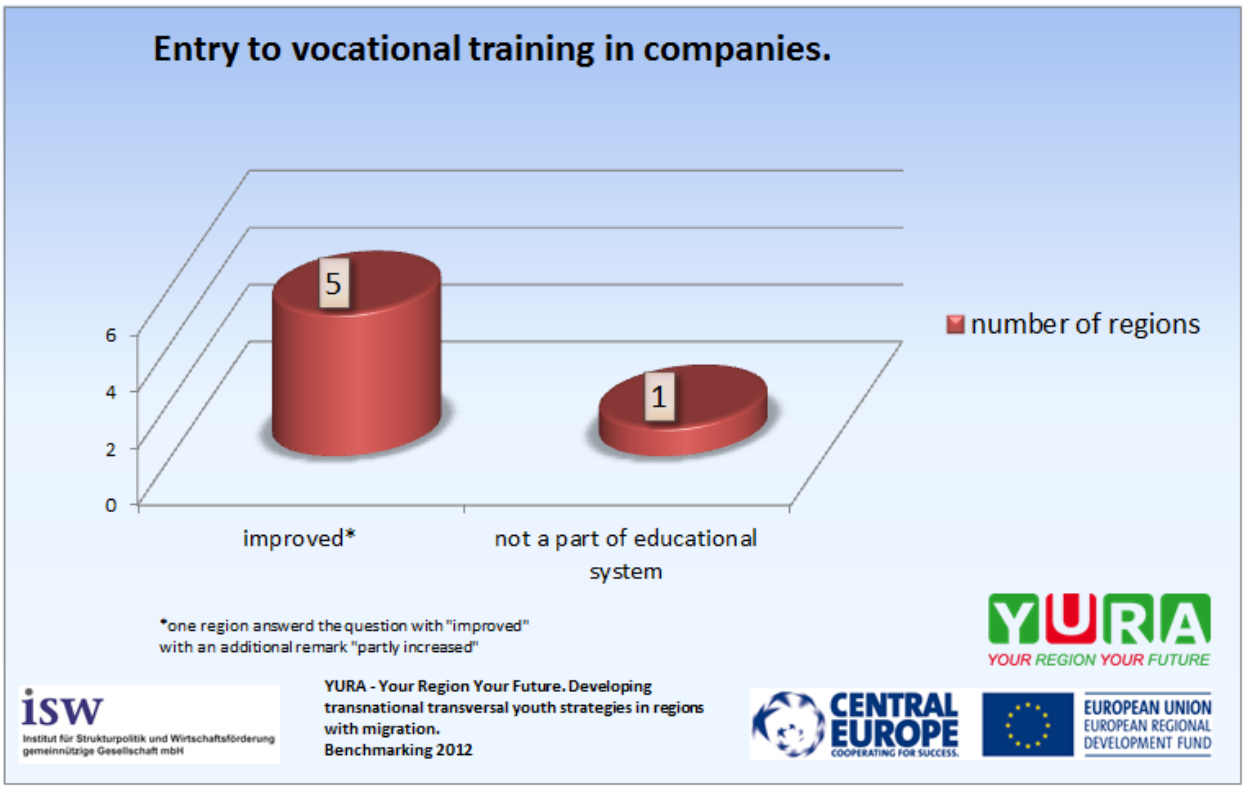

Chart 11: Entry to vocational training in companies. Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

The entries in vocational trainings, as far as these take place in enterprises, have obviously increased in nearly all regions. YURA operates under this aspect in regards to its pilot actions in an open surrounding. Two regions have in this context answered the question of winner and looser branches. Winners are thereby the metal-working industry, including electrical industry, IT-fields as well as the construction industry. Looser is particularly the handcraft industry – a connection to earning potentials may be given (cf. reasons for migration). One side effect is an increasing competition within the economy, also in favor of collective fair pay (district of the Burgenland).

Since YURA operates in an open surrounding, it begs the question, if changes in vocational training behavior of enterprises were reached via the pilot actions in YURA.

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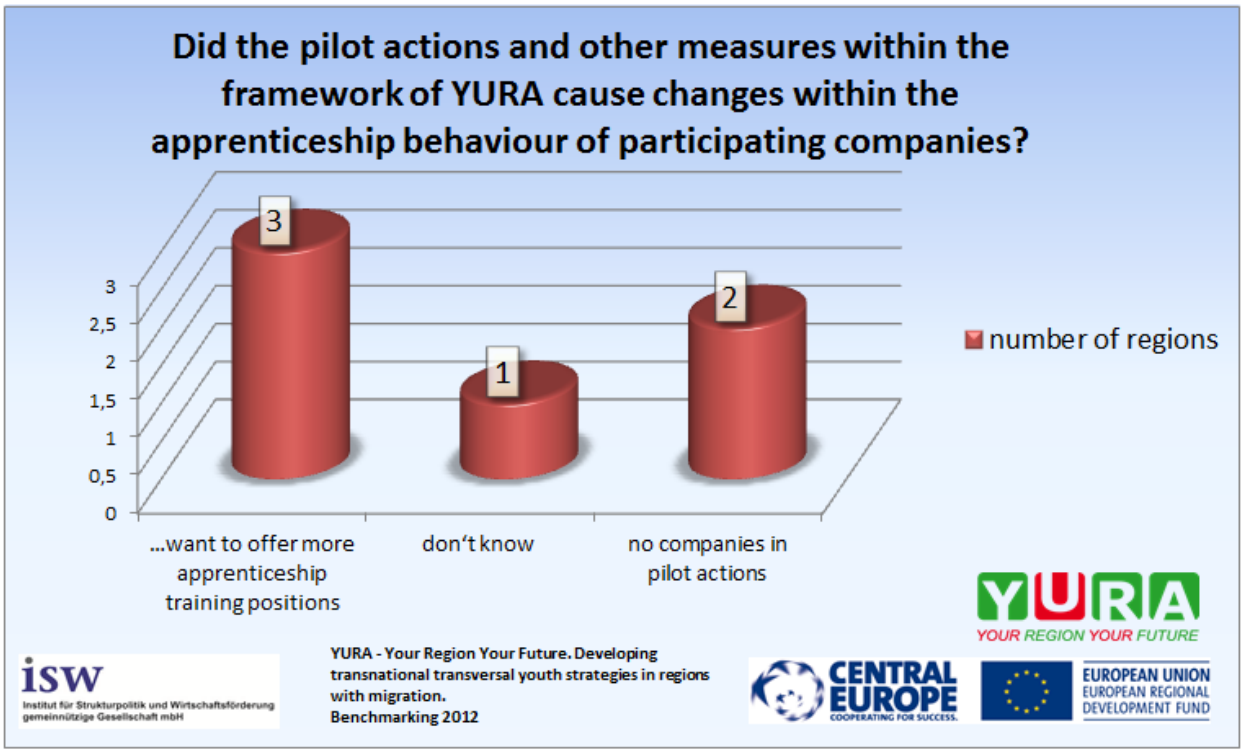

Chart 12: Did the pilot action and other measures within the framework of YURA cause changes within the apprenticeship behaviour of participating companies? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

Of the four regions, where enterprises were involved in the pilot actions, three however stated that enterprises want to offer more apprenticeship training positions. Changes in behaviour can definitely be observed, however they are intended changes in behaviour. The observation period was too short for direct impacts (Novara). Behind the background of a gradually growing dissatisfaction of enterprises with the standards of graduates, which was encountered in many statements made, this observation is nevertheless remarkable. Enterprises show higher apprenticeship willingness, when they can get to know the students – the pilot actions with inclusion of enterprises obviously represent a suitable method. In connection with this, Hajdu-Bihar refers to: the companies are offering more practical apprenticeships; they realize that the participating young people, after finishing the practical apprenticeship, could possibly be potential employees. Those youngsters who have completed apprenticeships will find employment easier; they get working experience and try out their theoretical knowledge in a practical manner.

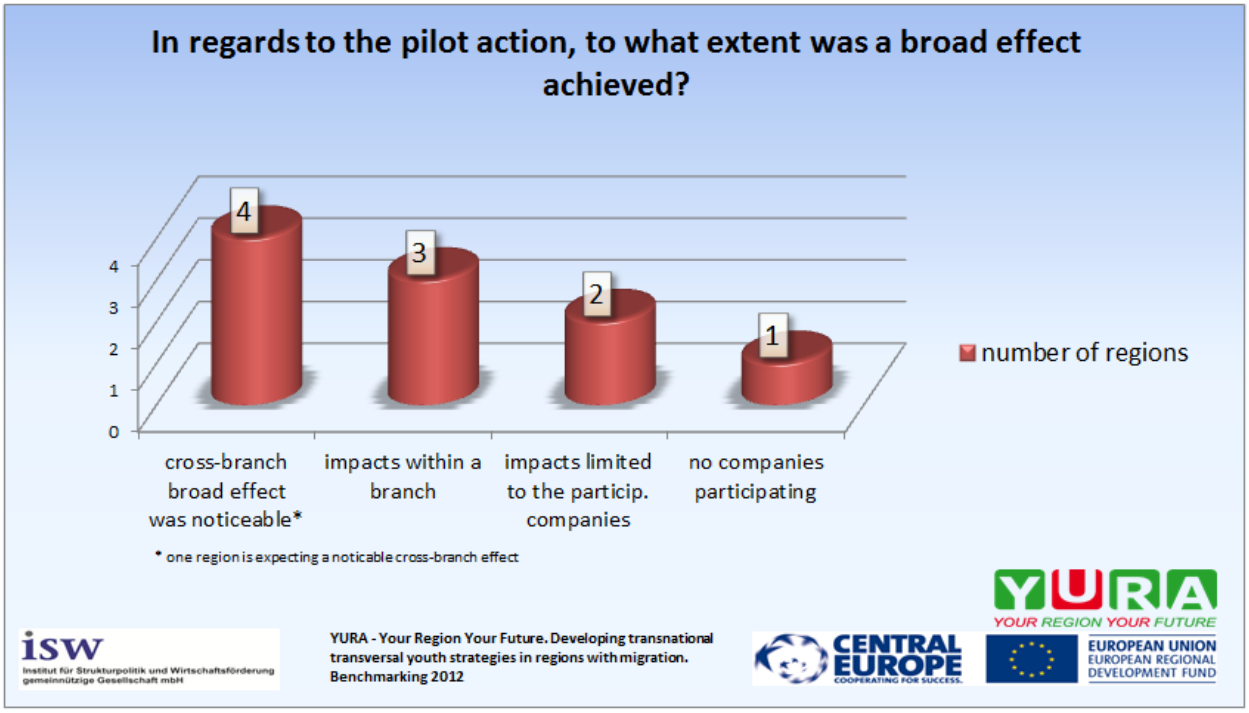

Chart 13: In regards to the pilot action, to what extent was a broad effect achieved? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

The so far determined effects of the pilot actions are differently assessed. It has to be considered, that all regions carried out more than one pilot action. A few regions highlight, that they anticipate (more) inter-sectorial effects. Three regions observed inter-sectorial effects and also three regions observed impacts within a sector via participating enterprises. Two regions assess, that the effects remained limited to the participating enterprises or institutions respectively. This is also dependant on the layout of the pilot action. The assessment of Novara shall be mentioned representatively: Both our pilot actions involved the scholar system, strengthening the orientation process. As a consequence, their impacts so far are limited within the scholar branch. In the near future we expect a cross-branch broad effect, involving the appropriate economic sectors that the youngsters will approach after they finish studying.

Overall, by majority a broad impact beyond the participating enterprises can be recorded in the pilot actions. Impacts are also anticipated via follow-up projects: In the Ústí Region, outputs from the implementation of the future laboratory pilot action are made use of at both the local and regional levels. As a result, implementation of follow-up projects and activities is assumed to take place on the said levels.

4.3 Regarding the Project Goal: Social Infrastructure/ Soft Location Factors

If the term „youth" was to be extended further than the age groups of 15-to-25 year olds (that is what can be gathered from relevant statistical definitions) and was to include young families, then soft location factors that ease starting a family, would gain particular significance. This does not at last concern possibilities of close to home childcare for pre-school age children and schools.

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Therewith, such institutions turn out to be important holding factors for the in terms of YURA to be developed youth strategy. At the same time, maintaining these institutions becomes obviously harder with a decrease in the number of children, whereby cost factors play a significant role in many regions.

Box 2: Pre-school enrolment child care

This indicator is the quotient of the number of places in daycare facilities/pre-school facilities (numerator) and the number of children under the age of compulsory schooling in the territory (here: NUTS III level).

Burgenlandkreis: Places in daycare facilities 2006 to 2010

Indicator: Places in daycare facilities	Year				
	2006	2007	2008	2009	2010
Number of daycare facilities					
Total	147	147	151	152	153
Available places, total	**7722**	**7738**	**7899**	**7904**	**7976**
of that: Children 0 to <3	2936	2912	2919	2924	2991
of that: Children 3 to school enrolment	4786	4826	4980	4980	4985
Occupied places					
Total; annual average	**6856**	**6797**	**6870**	**6942**	**6975**
of that: Children 0 to <3	2118	2070	2154	2280	2341
of that: Children 3 to school enrolment	4738	4727	4717	4662	4634
Month with highest occupation rate	**7305**	**7242**	**7314**	**7359**	**7423**
of that: Children 0 to <3	2077	2045	2074	2219	2287
of that: Children 3 to school enrolment	5228	5197	5240	5140	5136

Children 3 to 6 = children to school enrolment

Source: District Administration Burgenlandkreis

Table 3: Box 2.1 Pre-school enrolment childcare

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The situation in Usti Region is similar to that in the project partner Burgenlandkreis, although not as pronounced. Usti provides places in child care facilities for just below 72% of children aged 1 to 4 years.

Usti: Childcare before school enrolment: Places in day care centres or pre-schools per 100 children

	2010
N. of places in centres	26739
N. of children in age 1 to 4	37230
Quotient number of places/100 children	71,82

Sources: Czech Statistical Office, Usti region Authority

Comment: Data is available only to nursery schools; data for the other types of day care centres are not available. Data is for children in age 1-4 years, because Czech Statistical Office documents data for 5 years age groups

The Situation in Hungary in generally is similar to Usti and Burgenlandkreis.

Northern Great Plain: Childcare before school enrolment: Places in day care centres or pre-schools

Number of enrolled children in kindergarten	19241	13215	21139	53595

The child-care support possibilities in Hungary are available until the child becomes 3 years old, in the case of twins until they reach school-age, in the case of permanently ill or disabled children until the child is below the age of 10.

Compared to the official number of places there is a 130% fill rate. Szabolcs-Szatmár-Bereg County is in the worst situation, the filled value here exceeds 146%. This makes only 11% of the entitled children get access to these institutions, which leaves the parent caring for the child at home in a hard situation when trying to return to the labour market. The appearance of family day-cares has made the situation somewhat better, 84 of which has started operating so far (with numbers soon to exceed the numbers of municipality-run institutions), however maximum seven children can be cared for in these, and only 14 are run in municipalities, while in better supported county towns there are 37 of them.

Also the partner region of Novara has a good provision of child care opportunities for children until school enrolment. Child care facilities and childminders are presented as combined figures.

Table 4: Box 2.2 Pre-school enrolment childcare

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Novara: Childcare before school enrolment: Daycare places (childminders) per 100 children (0 to 3 years)

Years	Number of children aged 0 to 3 years*	Number of places in day care centres and pre-schools**	Number of places per 100 childcare
2010	13,727	9,790	71.32

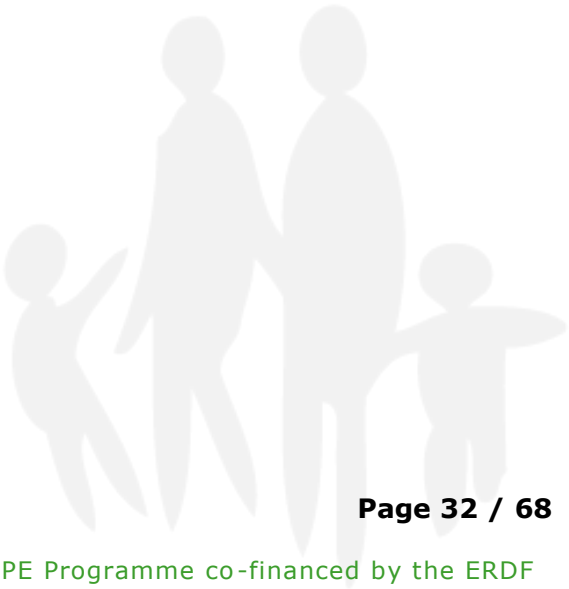
Childcare before school enrolment: Places in daycare centres or pre-schools per 100 children (4 to 6 years)

Years	Number of children aged 4 to 6 years*	Number of places care (child minder)**	Number of places care per 100 childcare
2009/2010	10,068	9,415	93.51

*Source: RUPAR Regione - Piemonte Statistica

**Source: Provveditorato agli Studi della Provincia di Novara

Table 5: Box 2.3 Pre-school enrolment childcare



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The situation in South-West Styria is clearly different. The percentage of children attending care facilities in Austria is lower than in the state of Saxony-Anhalt or in Usti Region. The below Sheet shows that particularly in South-West Styria the percentage of full-day care (measured by the indicator 'Lunch') is especially low and amounts only to half the Austrian national average. The impact on migration behaviour, however, appears to be rather small.

Sheet 2.5-4 South-West Styria: Day care centres

	2010	2009	2008	2007	2006
Daycare centres	155	150	147	143	146
Children in daycare centres	4,906	4,934	4,837	4,662	4,494

Daycare centres, total 2010

	Number	Groups	Children					Staff
			Cumulative	Male	Female	Of that: Lunch served at centre		
						absolute	in %	
Austria	8,057	16,743	318,754	163,303	155,451	181,559	57.0	49,313
Styria	900	1,693	33,070	16,831	16,239	13,201	39.9	6,141
Deutschlandsberg	47	78	1,510	769	741	374	24.8	254
Leibnitz	68	113	2,109	1,057	1,052	694	32.9	390
Voitsberg	40	66	1,287	674	613	413	32.1	217
AT225 South-West Styria	155	257	4,906	2,500	2,406	1,481	30.2	861

Source: STATISTIK AUSTRIA, Child Daycare Centre Statistics 2010/11.

Table 6: Box 2.4 Pre-school enrolment childcare

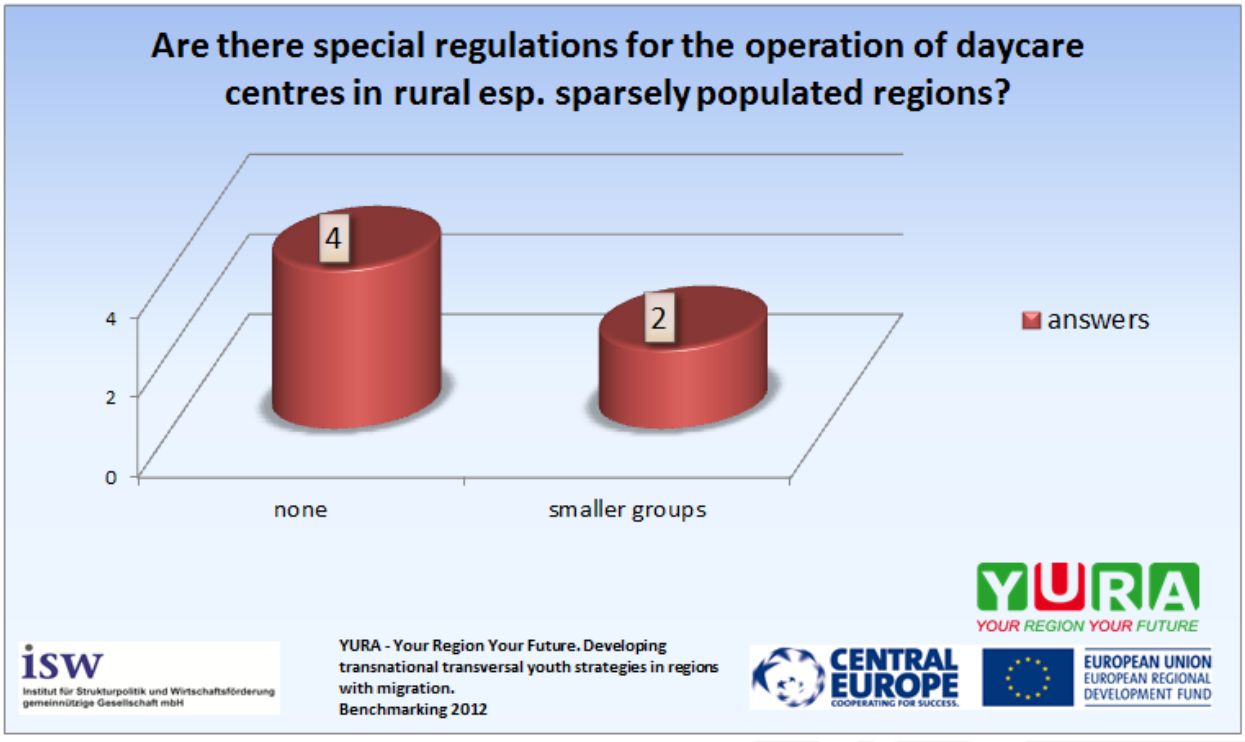

Chart 14: Are there special regulations for the operation of day-care centres in rural esp. sparsely populated regions? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

Only two regions participating in the project indicated special regulations in sparsely populated rural regions; thereby it is concerned with allowing smaller groups as the required authorized strength. As it emerges from remarks made by a few regions, from their point of view the question does not need to be placed (yet), since enough children are still present. At the same time it is pointed out, that especially with these institutions the on-site presence resp. daycare close to home shall be warranted. This holding factor is obviously attributed great significance, above all not to be neglected, so that the possibilities for employment of single parents improve to a great extent.

Similar is the existence of close to home schools (particularly schools for lower school classes). The majority of the regions stated, that there is no separate regulation for sparsely populated rural areas.

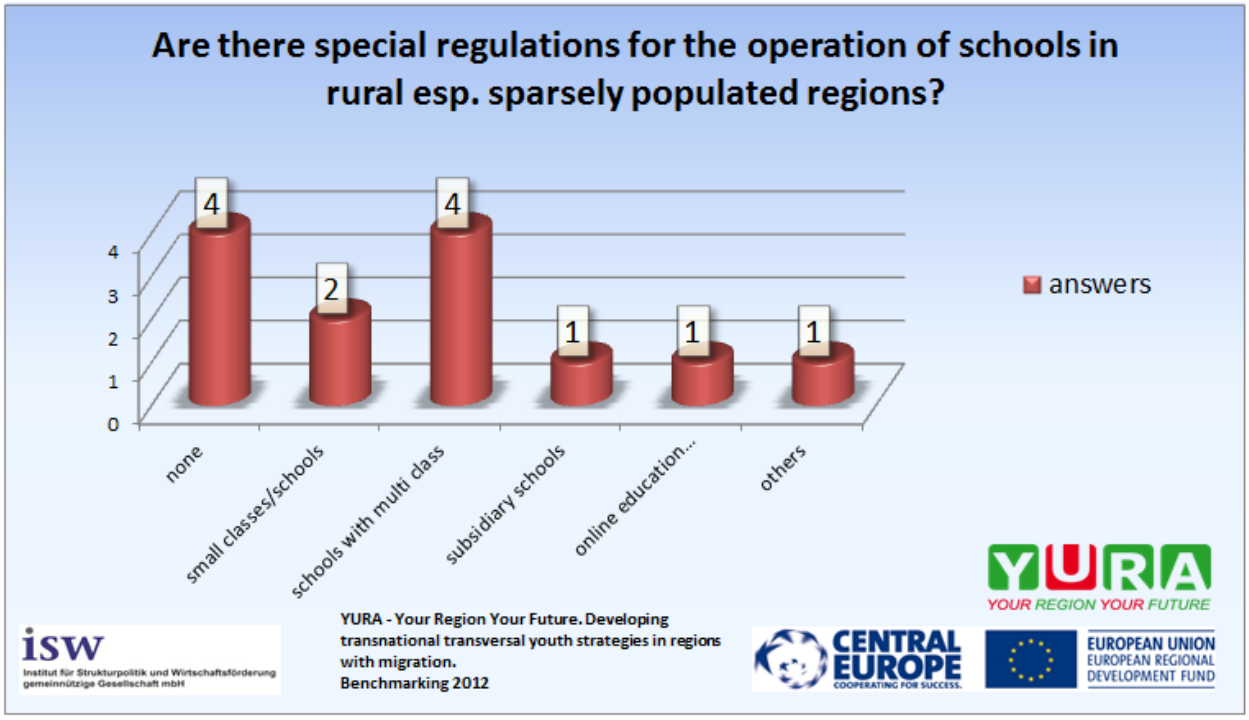

Chart 15: Are there special regulations for the operation of schools in rural esp. sparsely populated regions? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

The Czech project partners pointed out the required cooperation between the infrastructures: if separate regulations shall be avoided, appropriate coordination is necessary with the public transport system (PTA – public transport association) as well as class schedules.

Anyhow, in individual regions methods such as small classes or schools respectively (meaning below the authorized strength – Novara, until the end of the first stage of secondary schools, that is to say until 14 years) subsidiary schools or on-line supported education are already applied. Alike it was referred to possibilities to initiate full-time offers or an extension thereof. Statements concerning expected long-term effects were not made. Some regions pointed out that in connection to this, effects of such specific measures on migration behavior would only be assessable long-term.

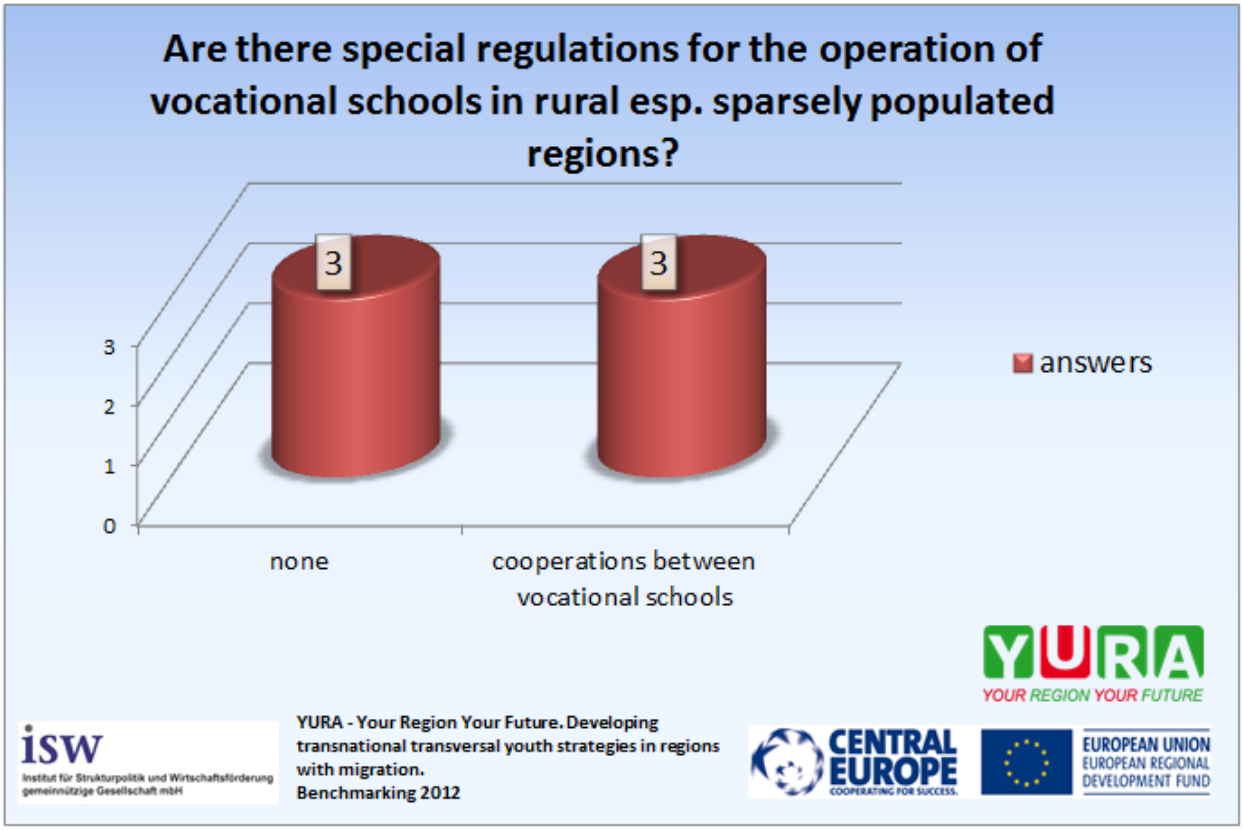

Chart 16: Are there special regulations for the operation of vocational schools in rural esp. sparsely populated regions? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

In the field of vocational schools half of the regions stated, that there are no specific regulations in place, while the other half referred to cooperation models. Regional cooperation and concentration or specialization respectively is obviously favored. On the one hand, it speaks in favor that it is concerned with older youth and young adults and on the other hand, that with specialized occupations a greater territorial summary makes sense, in order to reach at least the required authorized strength in classes. As shown in the previous paragraph, it is particularly important to design the transition on the 1st threshold as well as the 2nd threshold.

Generally, there are sufficient offers of educational and day care facilities in the preschool and school field. Specific solutions have indeed been applied in a few regions, while the organization is quite differentiated and regionally conformed.

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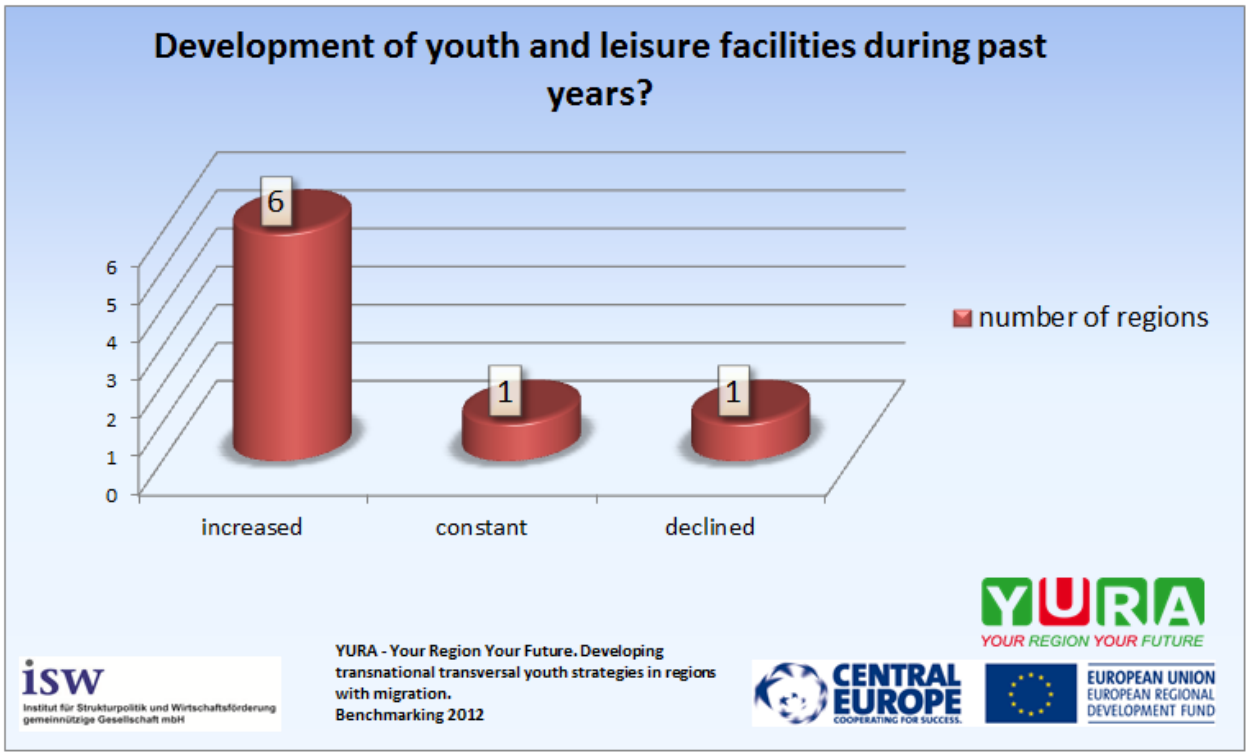

Chart 17: Development of youth and leisure facilities during past years? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

For the development of offers for youth and recreational activities, all regions stated that the number of institutions has grown since 2005. One region conducted a more extensive differentiation, which stated the different developments per observed sub-area (district of the Burgenland: museums and galleries increased, movie theaters declined). From the regions point of view the situation in this field is more satisfying.

The significance of these soft location factors is being underlined, which corresponds with the respective information of the SWOT-analysis (cf. SWOT-analysis 2011).

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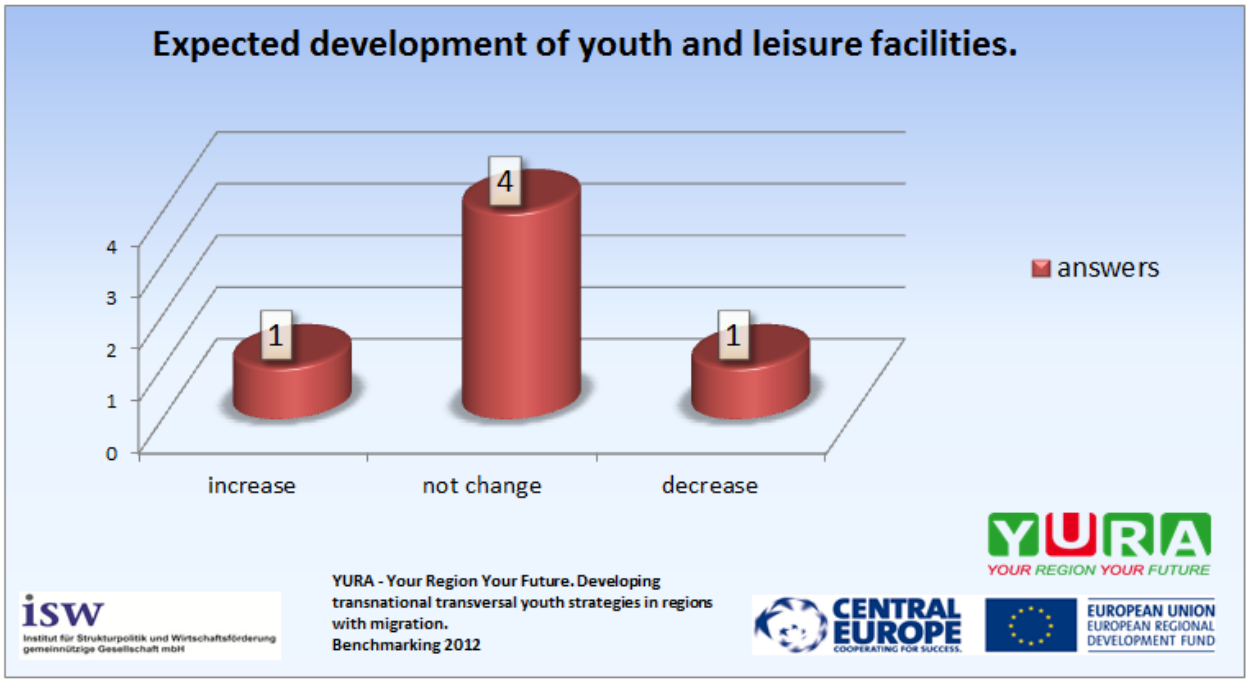

Chart 18: Expected development of youth and leisure facilities. Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

If this overall growing provision of recreational activity infrastructure will be continued in the future, is questionable from the view point of the participating regions. This is particularly connected to questions of financing. Only one region believes an increase of the number of youth- and recreational activity institutions to be possible, while opposed to that most regions are assuming a constant number of institutions, and in one case a decreasing number.

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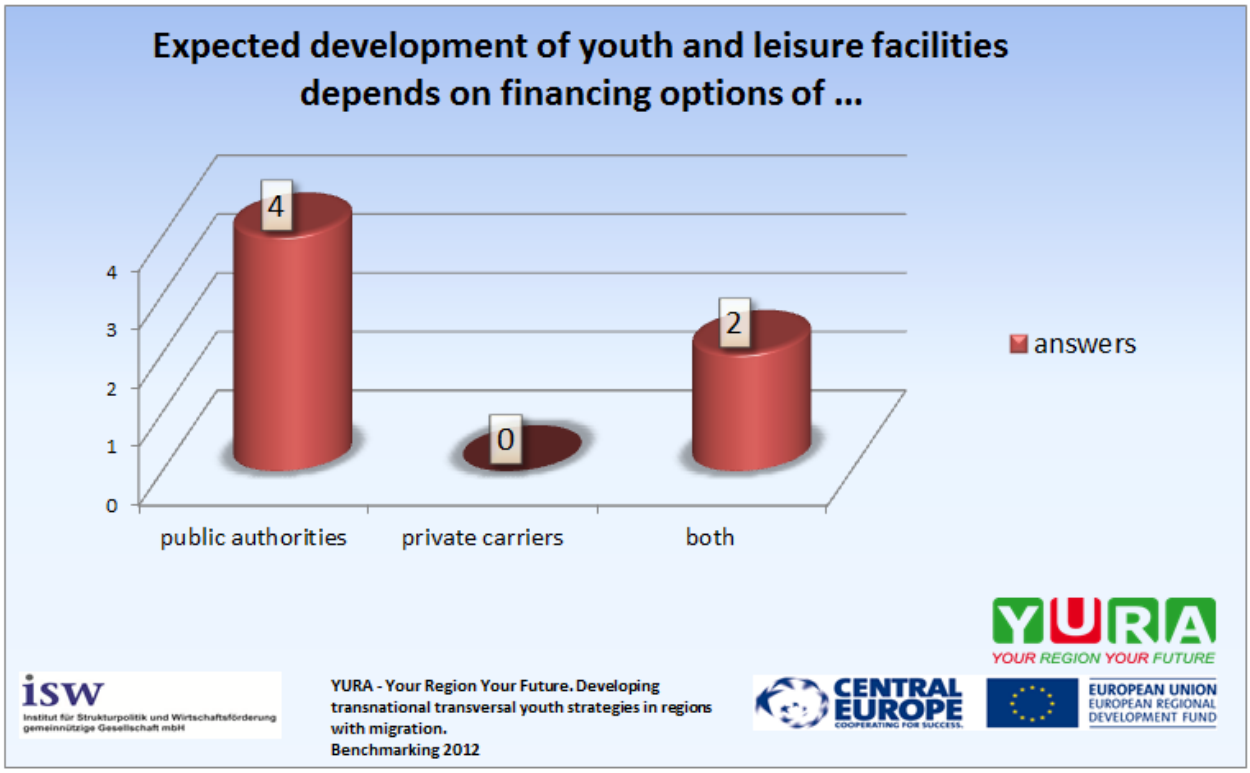

Chart 19: Expected development of youth and leisure facilities depends on financing options of ... Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

The financing of the institutions, of which only a few cases can pay for themselves, is dependent on the public authorities, and partially on financing via private bodies or sponsors. Behind the background of the situation faced by public households in most regions, a certain skepticism concerning the long-term consistency of such way of financing is to be indicated (though for now it is not relevant, whether it is a matter of full financing or compensating for deficits). It needs to be assessed, whether a relief of public financing is possible via civic engagement and expert guidance in terms of help to self-help, in order to avoid potential threats of this migration hindering factor.

Every region has larger cities (Debrecen, Usti, Wrocław, Graz) or medium-size cities (Naumburg, Novara). Based on that it is of significance, whether and to what extent educational institutions as well as youth- and recreational activity facilities are focused on larger centers and whether concentration processes will be strengthened in the future. The spectrums of opinions demonstrate total accordance: Though the most important institutions shall still be held available (5 of 5 regions answered), but in tendency a (continuous) concentration in (larger) cities is anticipated (4 of 4 regions answered). The assurance of public transport connections wins significance.

The contribution of cultural and social infrastructure as holding factor is assessed completely differentiated within the individual regions. From our point of view this is due to geographic location of the partner regions in relation to larger cities. Therefore, e.g. the proximity and therewith the reachability of the state capital Graz influences obviously the (low) importance of the location factors by the Austrian project partners.

South-West-Styria	Usti Region	Novara; Hajdu-Bihar (in large cities)	Burgenlandkreis; Lower Silesia	—	Hajdu-Bihar (in small cities)
0	1	2	3	4	5
no contributions					high contributions

Chart 20: Which contributions are made by the cultural and social infrastructure to convince the youth to stay in their home region? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

Remarkable is the assessment of the Hungarian project partners, who have given especially smaller cities the highest grade in terms of the contribution, while larger cities received a more so average grade. Besides this exception, no above-average importance was given the contribution.

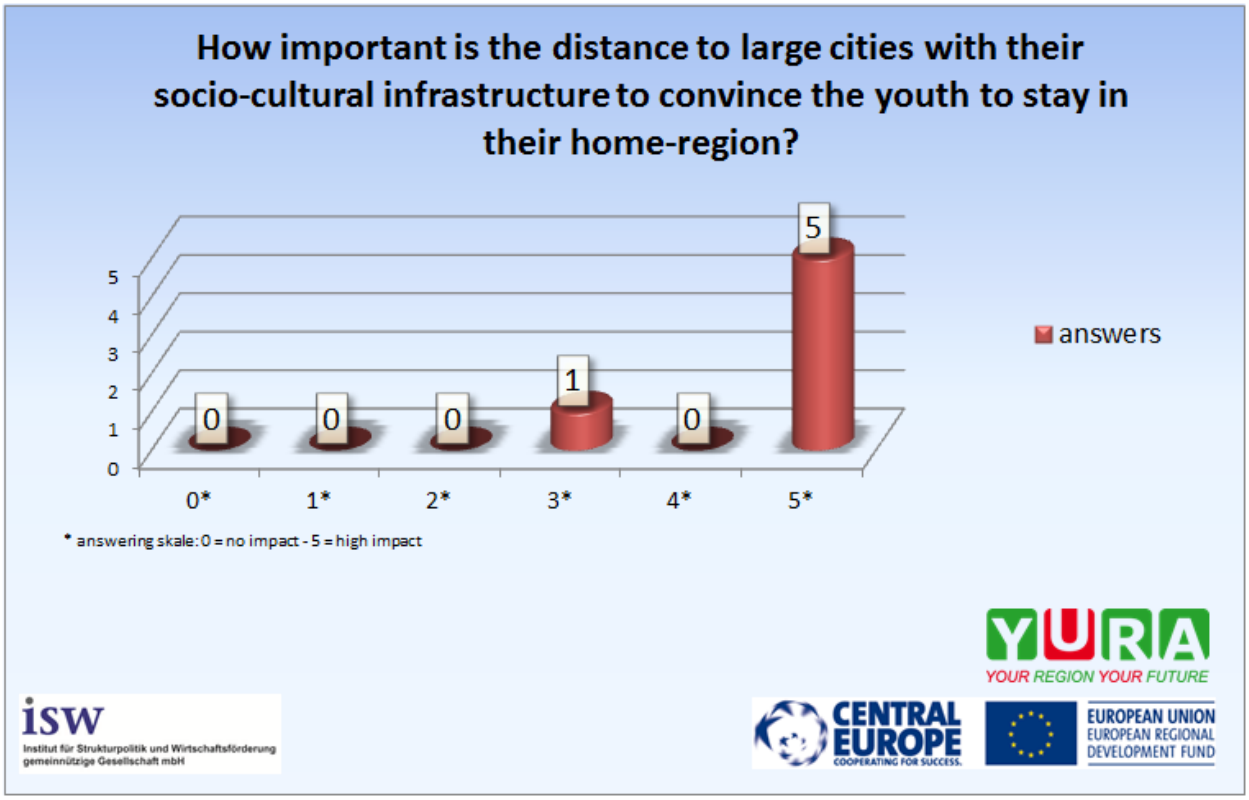

Chart 21: How important is the distance to large cities with their socio-cultural infrastructure to convince the youth to stay in their home region?

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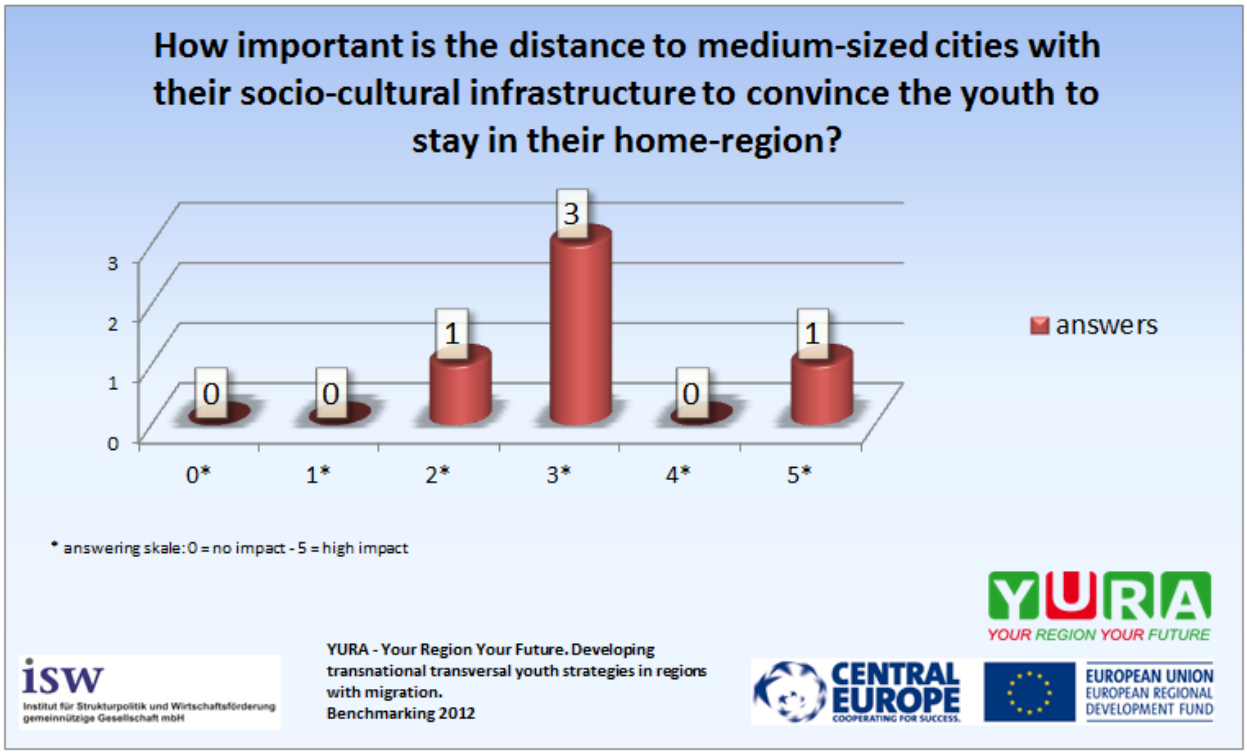

Chart 22: How important is the distance to medium-sized cities with their socio-cultural infrastructure to convince the youth to stay in their home region? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

Since it is concerned with an important location factor and concentration tendencies exist, which will more so strengthen (see above), the reachability of larger cities (which normally provide a number of such institutions) is given a significantly higher importance. Therefore, the regions attribute a significantly higher importance to major cities, while the assessment is differentiated concerning the proximity to medium-size cities. The Czech project partners elaborate: accessibility of large towns (such as regional town and/or the capital) and of medium-sized towns (i.e. previous district towns) is viewed as absolutely critical by young people, namely both in terms of harnessing the offer of social and cultural activities, and in terms of education and job opportunities offered. For the young people, of cardinal importance is first of all the accessibility of major towns – i.e. of Ústí nad Labem, the regional town, and of Prague, the capital. Both dispose of an affluent and attractive offer of cultural, social, and sports activities, including education and job opportunities. This begs the question, which efforts will (can) be made by medium-size cities, in order to hold the obviously good status.

A significant, but from our view point in the debate no sufficiently worked out factor concerning its significance, is the factor of civic engagement and its strengthening. This engagement starts early, already during school. Behind this background, the question of active co-design of schools and recreational activity facilities through children and youth gains significance, which requires engagement possibilities in co-designing. All regions, except for one, assessed satisfactory to good possibilities of co-management and co-design.

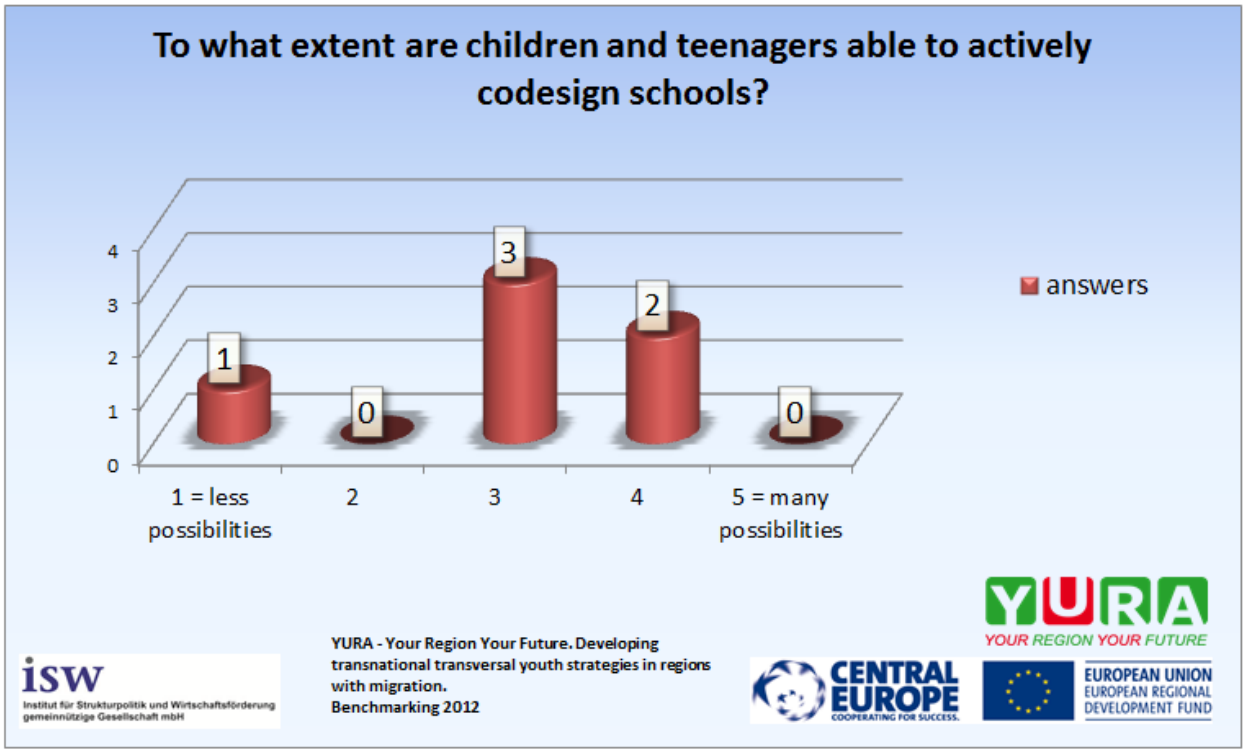

Chart 23: To what extent are children and teenagers able to actively codesign schools? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

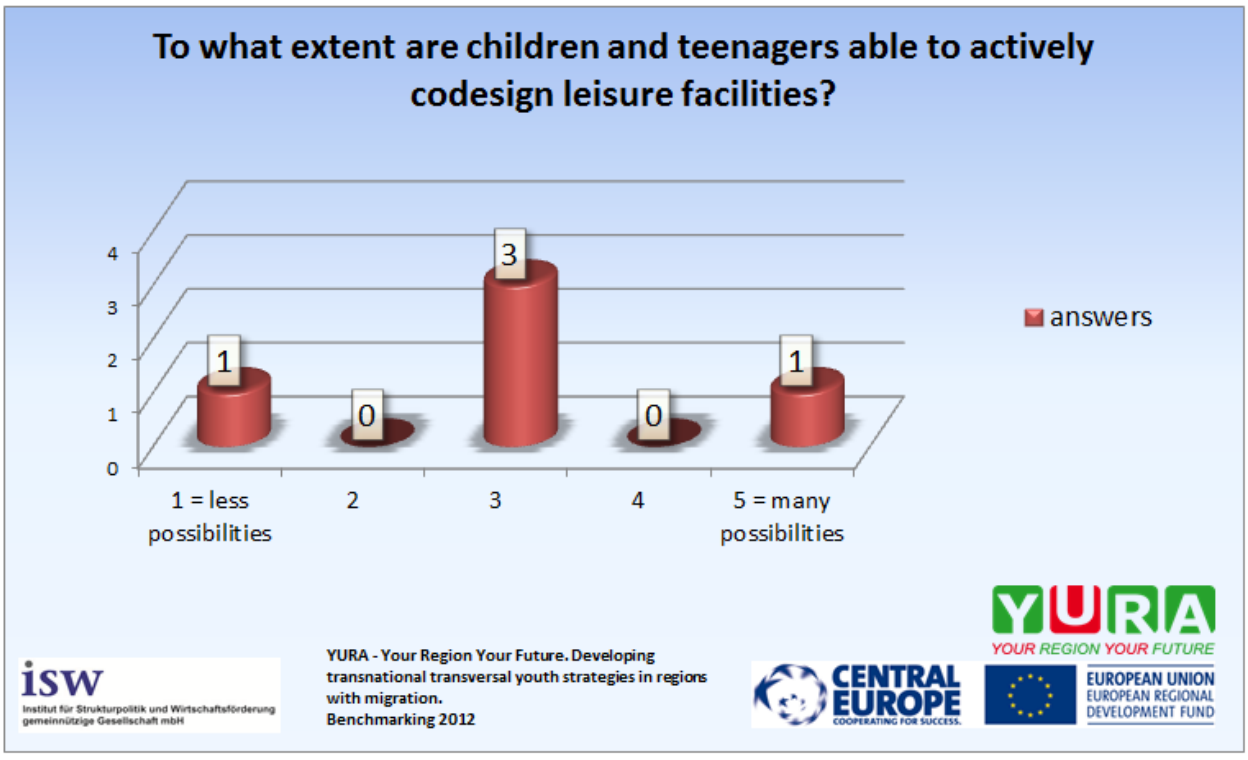

Chart 24: To what extent are children and teenagers able to actively codesign leisure facilities? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

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If one asks for the most conventional way of co-management, it becomes apparent, that the design under (professional) guidance in schools as well as recreational activity centers is normality in most regions, when it is concerned with active co-design. In some cases, an independent design is also provided, which testifies a certain leap of faith.

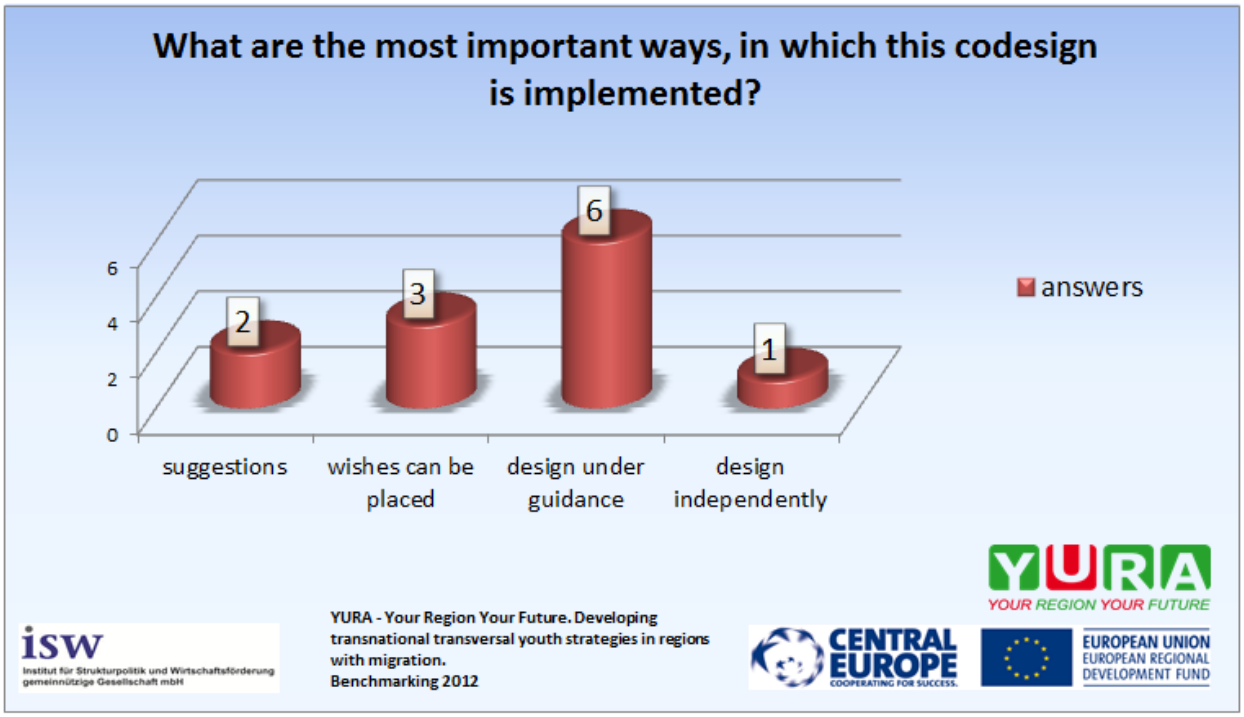

Chart 25: What are the most important ways, in which this co-design is implemented? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

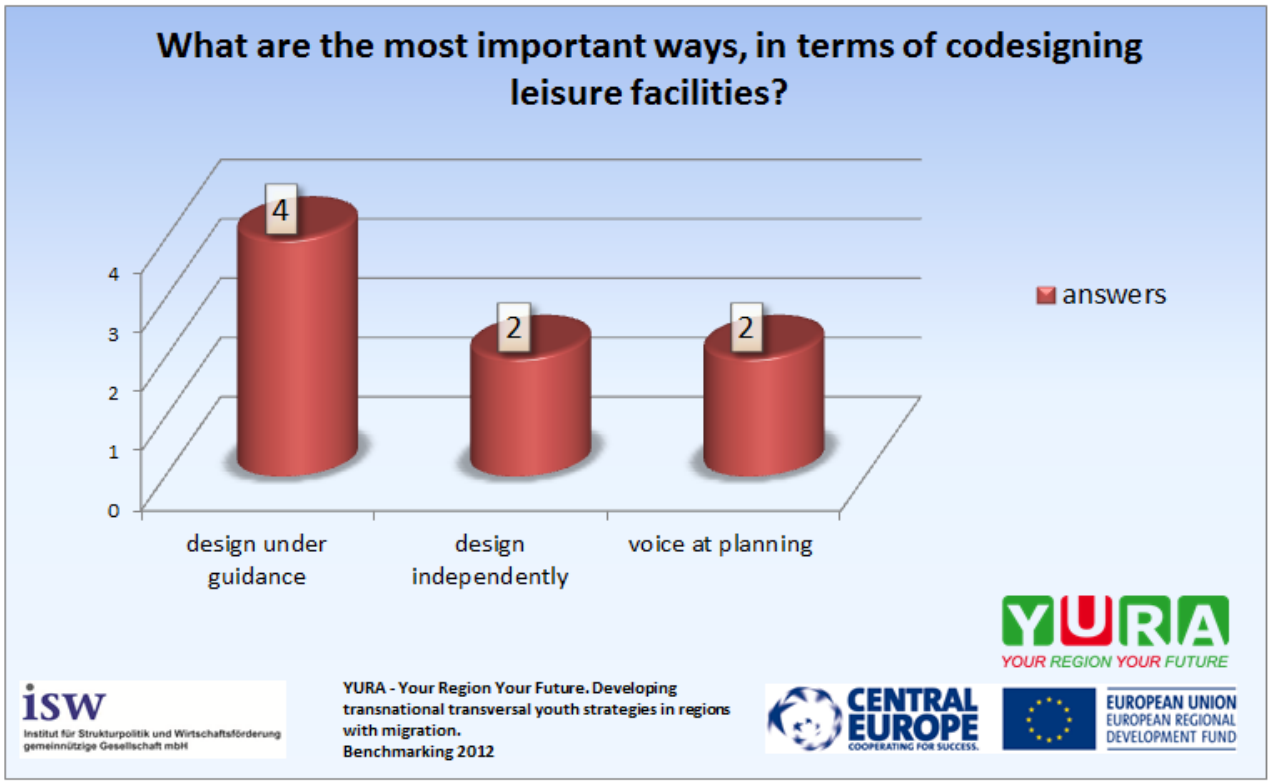

Chart 26: What are the most important ways, in terms of co-designing leisure facilities? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

Co-determination in the planning phase of recreational activity facilities is only partially the case – though in those regions, which also (partially) allow for independent design (district of the Burgenland, Usti region).

Besides that, more so passive forms were named such as suggestions and requests by the student body. According to impressions made while answering the questionnaire, the weakest possibilities of an active co-design is provided for the Italian partners

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4.4 Regarding the Project Goal: Human Resources

Box 3 School leavers and vocational training

Burgenlandkreis: School-leavers by school type and gender 2007 to 2010

Indicator	Year			
School-leavers by school type and gender	**2007**	**2008**	**2009**	**2010**
School-leavers, total	**2952**	**1838**	**1465**	**1197**
Male	1448	931	755	569
Female	1504	907	710	628
School-leavers without leaving certificate	**127**	**125**	**59**	**56**
Male	87	84	37	34
Female	40	41	22	22
School-leavers with secondary leaving certificate				
Of that: *Hauptschule* certificate (secondary school - general education; incl. extended)	**321**	**277**	**208**	**174**
Male	186	175	117	91
Female	135	102	91	83
Of that: with *Realschule* certificate (secondary school; incl. extended)	**1015**	**643**	**500**	**449**
Male	542	327	260	217
Female	473	316	240	232
Of that: Productive learning	**19**	**8**	**7**	**10**
Male	14	6	6	7
Female	5	2	1	3

Table 7: Box 3.1 School leavers and vocational training

This project is implemented through the CENTRAL EUROPE Programme co-financed by the ERDF

Indicator	Year			
School-leavers by school type and gender	**2007**	**2008**	**2009**	**2010**
School-leavers with grammar school leaving certificate				
Of that: UAS/university entrance qualification	**1376**	**661**	**576**	**414**
Male	572	270	262	165
Female	804	391	314	249
Of that: without UAS/university entrance qualification	**31**	**21**	**22**	**13**
Male	18	11	7	5
Female	13	10	15	8
School-leavers with other leaving certificates	**113**	**132**	**122**	**104**
Male	61	75	79	62
Female	52	57	43	42

Source: District Administration Burgenlandkreis

The reservoir of young people that is available for training or studies is of decisive importance for the development of youth strategies. Number and qualification levels of school-leavers are essential indicators which characterise this reservoir. This indicator measures the numbers and school-leaving certificates of school-leavers, differentiated by gender. It is expedient to break down this indicator into **sub-indicators** (by school form):

a) School-leavers by school form (e.g. in Germany leavers of secondary schools, grammar schools, special-needs schools and leavers without leaving certificate (early school leavers))

b) School-leavers by leaving certificate (e.g. in Germany: ***Hauptschule***, ***Realschule***, *Abitur* [GCE], without leaving certificate).

This indicator resp. the sub-indicators provide an overview of the number of pupils in a region and thus of the expected reservoir of trainees resp. young skilled labour (if there is no population outflux). Relations between numbers of pupils are also of interest for future orientation of school and corporate policies with a view to recruiting young skilled workers.

Table 8: Box 3.2 School leavers and vocational training

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It was found for the project partner Burgenlandkreis that the severely imploding birth rate after German re-unification is most clearly manifested in the number of school-leavers and the development of their absolute figures. Those cohorts are currently leaving school and commence vocational training, studies or other measures. The number of school-leavers with university entrance qualification dropped even more than the average. The ratio between male and female grammar school pupils was essentially unaffected by this development.

What is notable is the almost constant number of school-leavers with other certificates, i.e. their percentage has significantly risen in relation to the number of total leaving certificates.

Against the background of an almost unchanged number of pupils, Usti Region experienced a notable shift from education with AC, which markedly decreased, towards follow-up courses (i.e. vocational preparation measures). The number of GCE graduates has slightly increased in recent years.

What should be thought-provoking is the growing percentage of male youth which apparently dropped out of the statistics of school-leavers with leaving certificate resp. follow-up courses.

Usti: School leavers divided by type of school and gender

Number of graduates		2005	2007	2009
Secondary education with maturita examination (ISCED 3A)	Total	5422	5562	5511
	Females	3192	3186	3217
Secondary education with AC (ISCED 3C)	Total	3573	3075	2503
	Females	1367	1206	927
Conservatoires (ISCED 3B)	Total	71	46	25
	Females	29	25	17
Follow-up courses (ISCED 4)	Total	1814	2015	2147
	Females	948	1126	1227

Comment: Data is available once every two years.

Sources: Institute for Information on Education

The following can be stated for the North Great Plain Region: The total number of elementary school leavers practically decreased over the whole period under review, as did the number of vocational school leavers while the number of graduates of higher education courses (secondary technical schools, grammar schools) had a rising tendency (at a regionally differentiated development).

Table 9: Box 3.3 School leavers and vocational training

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Northern Great Plain: School leavers divided by types of schools

Part 1: School leavers from elementary schools (ppl)

Year	North-Great Plain	Hajdú-Bihar county	Szabolcs-Szatmár-Bereg county	Jász-Nagykun-Szolnok county
2005.	20336	7294	7838	5204
2006.	19872	6918	7673	5281
2007.	18970	6753	7368	4849
2008.	18761	6753	7182	4826
2009.	18304	6596	7256	4452

Part 2: School leavers from vocational schools (ppl)

Year	North-Great Plain	Hajdú-Bihar county	Szabolcs-Szatmár-Bereg county	Jász-Nagykun-Szolnok county
2005.	4617	1605	1721	1291
2006.	4707	1375	1813	1519
2007.	3197	1168	1155	874
2008.	3920	1394	1293	1233
2009.	4154	1429	1603	1122

Part 3: Graduated youngsters from secondary technical schools (ppl)

Year	North-Great Plain	Hajdú-Bihar county	Szabolcs-Szatmár-Bereg county	Jász-Nagykun-Szolnok county
2005.	4628	2075	1471	1082
2006.	4361	1915	1321	1125
2007.	4450	1780	1526	1144
2008.	4410	1816	1464	1130
2009.	4503	1937	1496	1070

Table 10: Box 3.4 School leavers and vocational training

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Part 4: Graduated youngsters from grammar schools (ppl)

Year	North-Great Plain	Hajdú-Bihar county	Szabolcs-Szatmár-Bereg county	Jász-Nagykun-Szolnok county
2005.	14779	5295	5677	3807
2006.	14984	5497	5700	3787
2007.	15054	5670	5691	3693
2008.	13900	5338	5187	3375
2009.	15290	5954	5912	3424

Source: Central Statistic Office.

Table 11: Box 3.5 School leavers and vocational training

Behind the background of demographic change, the strengthening of human resources reaches a central role for the continuous economic development in the regions. Since YURA is a project concerned with youth and young adults, the questions of securing skilled workers particularly pertain to the project goal. Not least this also refers to questions of occupational orientation prior to vocational training, which are directly or indirectly discussed as core piece in the pilot actions of YURA. In this respect, the pilot actions also bear a direct or indirect occupational-oriented character.

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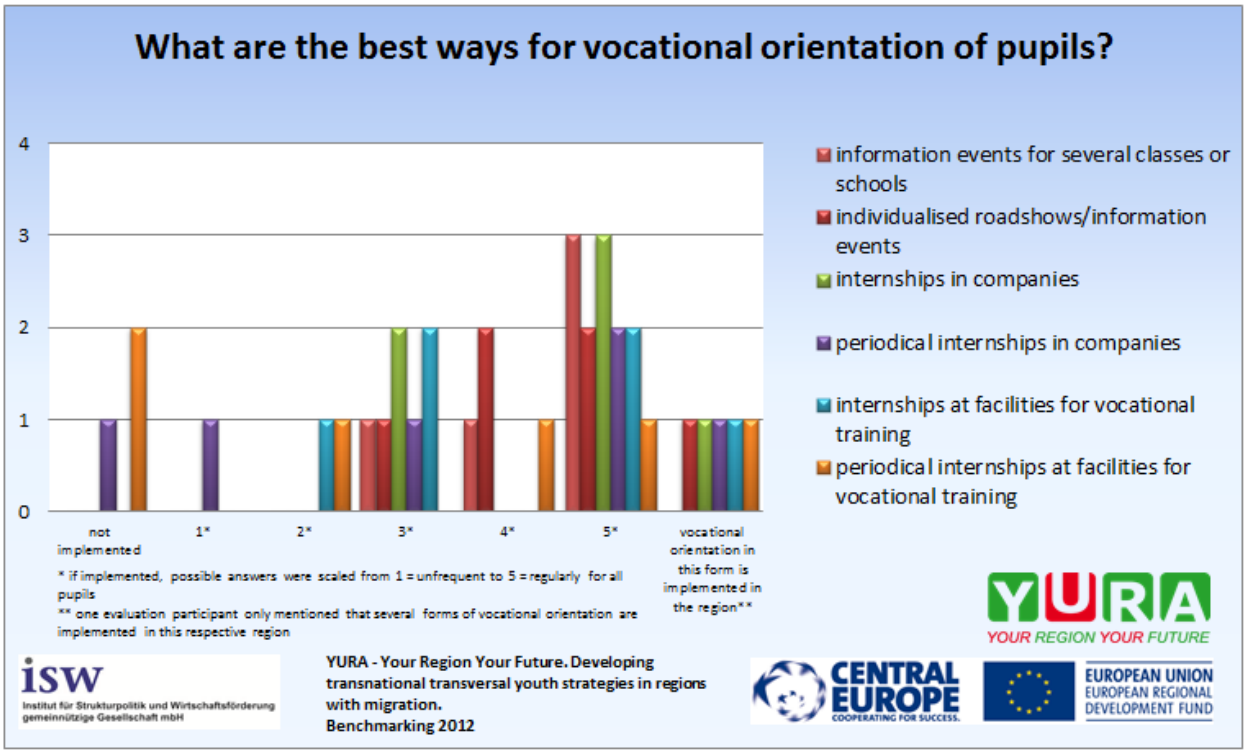

Chart 27: What are the best ways for vocational orientation of pupils? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

For starters, in this context it begs the question, how occupational orientation takes place. The individual methods shall be rated on a scale of 0 to 5 for their significance (one project partner only marked the applied methods).

Thereafter, informative events as well as practical training in enterprises are instruments, which were assessed as most suitable by the regions. Regular (periodic) events/ practical days and individual addresses were rated lower opposed to that. This was not necessarily foreseeable; a higher quality rating of individual addresses could have been anticipated. Otherwise, in a few discussions with experts was stated, that larger informative events (such as job fairs and alike) are found to be necessary as entry for a first orientation.

Overall, the methods of occupational orientation were quite differently assessed; in turn a distinct recommendation in terms of a best practice without an in-depth investigation could not be brought about.

Concerning the question, which class level is suited best for a (applied) occupational orientation, the regions vastly agreed, insofar as the question was referred to school types with medium level school leaving certificates: two regions advocated for the 7th school year, one region for the 7th to 8th school year. (One region did not answer the question, since it did not fit the vocational training system; one region advocated the 12th school year referring to study orientation).

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4.5 Regarding the Project Goal: Cooperation/ Networking

Another project goal entailed intensifying the cooperation between schools, enterprises, and regional administration. First of all, one must ask, which forms of cooperation were found and what range was covered in terms of the region.

Learning Partnerships	1x	model projects, whole area
Berufserlebnistag Technik (vocational experience day „Technic")	1x	model projects
Central education	1x	Partial
Pupils research centre; business academy	2x	model projects, partial
Education at training centre	1x	partial

Chart 28: Forms of cooperation between schools and companies. Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

As the table shows, model projects stand in the foreground, which were normally regionally applied. Merely one model project (learning partnerships) reached an area-widespread application, meaning all schools in question, in one region. However, in respect to this model project it was assessed, that not all learning partnerships cooperate sustainably. (Learning partnerships are cooperations between schools and enterprises or institutions respectively (e.g. universities), which aim for networking and therewith long-term continuance).

As it could be gathered from the remarks of the questionnaire, practical training of pupils was partially area-widespread implemented as well.

Highlighted was more so, that the pupils research centers yielded a particularly high impact with students via working in experimental units (South-West Styria, other regions made similar statements).

For a detailed explanation of the pilot actions it is referred to the respective evaluation report, which is being prepared by the Austrian project partners.

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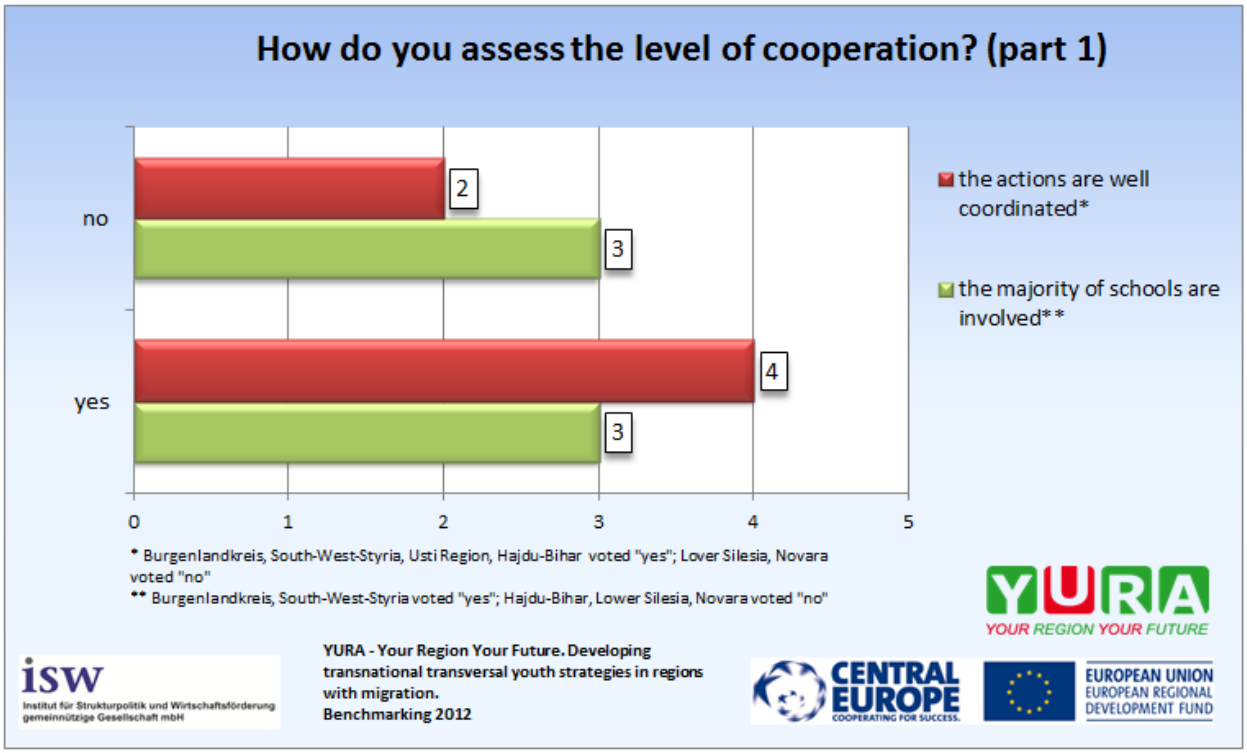

Chart 29: How do you assess the level of cooperation? (part 1). Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

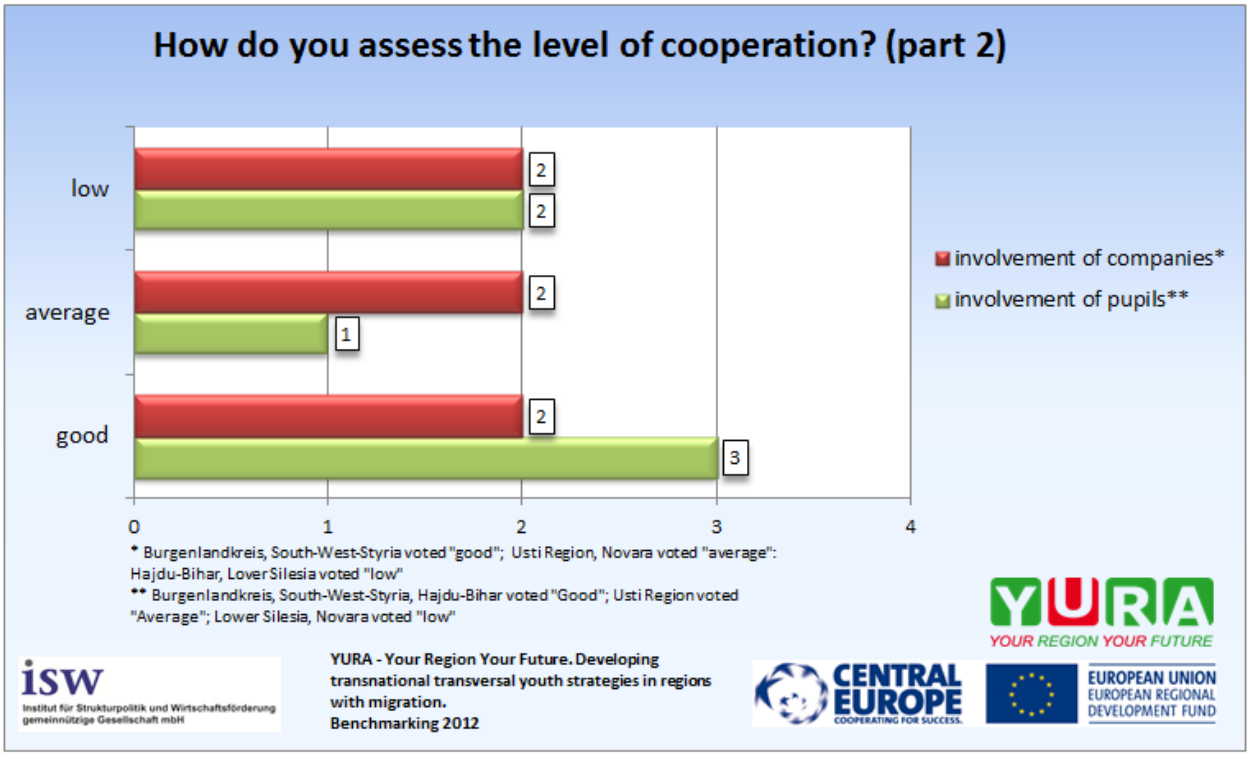

Chart 30: How do you assess the level of cooperation? (Part 2) Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

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The assessment of the standards of cooperation between schools, enterprises, and administration, provided differentiated results. Based on the answers to the questions it was determined, that the cooperation was rated as good especially within the regions, which also detected a good coordination of actions.

However, thought-provoking must be, that involvement of students especially was assessed quite differentiated – in two regions it was stated, that only a minority of schools participated as well as involvement of students took place on relatively low standards.

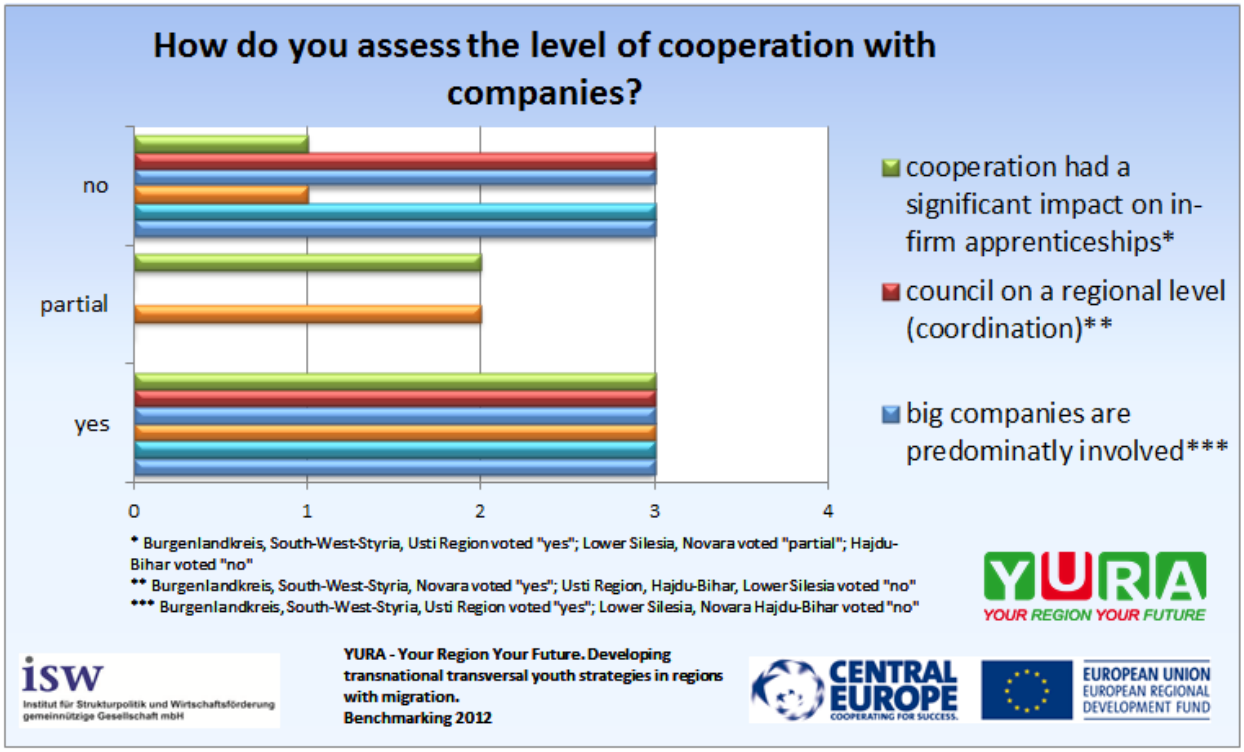

Chart 31: How do you assess the level of cooperation with companies? Source: isw Institute gGmbH on basis of the evaluation of the YURA benchmarking questionnaires.

In terms of involvement of enterprises different assessments were also made. Essentially, a greater involvement occurred in the participating regions of Germany and Austria, which also possess the greatest experiences with the system of operational (dual) vocational training – overall it is obviously easier to win enterprises for the participation in model projects. Generally it is to be noted, that the cooperation between schools and enterprises offered a significant number of starting points for the implementation of actions. To be considered is the assessment, that the pilot actions were partially turned toward a direction, where an involvement of enterprises was not foreseen from the get-go.

In regards to the involved enterprises, half of the regions represented the view point, that first and foremost large enterprises were included into the cooperation. Among these are also the two regions, which assessed that a greater number of enterprises could be involved (district of the Burgenland, South-West Styria). Though an increasing number of participating small and medium-size enterprises (SME) can be observed, from our point of view the heightened involvement of enterprises still represents a task to be predominantly coped with. Possibly because of the personnel availability and capacity in SMEs, an intensive occupational training may only be partially feasible, so that it should be approached increasingly with similar projects.

Noticeable is here more so, that the regions that have certified the high standard of cooperation between schools and enterprises, also possessed the respective organizational structures for the cooperation.

Consequently, the influence on the placement in apprenticeship training positions is strongly felt in these regions.

4.6 Sustainability; Synopsis with the Pilot Actions

It has already been explicated, that the pilot actions are the core piece of the project YURA. Concerning the assessment of sustainability of the project YURA, it will be first and foremost about the sustainability of the individual pilot actions. The following table summarizes the implemented pilot actions in the individual regions once more.

Pilot action / Project Partner	1: Learning Partnerships	2: Business Academy	3: Future Laboratory	4: Research Centre
LP – MLV (DE)			x	
PP2 – BLK (DE)		x		x
PP3 – isw (DE)	x		x	
PP4 – RM SW-Styria (AT)			x	
PP5 – IR Styria (AT)	x	x		x
PP6 – USTI (CZ)		x	x	
PP7 – NOVARA (IT)		x	x	
PP8 – Hajdu-Bihar (HU)			x	x
PP9 – Lower Silesia (PL)	x			x
PP10 Foundation of IE (PL)		x	x	

Chart 32: YURA pilot actions in all participating regions.

The sustainability shall be measured first and foremost by the (to date) implementation and (planned) continuation of the pilot actions.

The overview shows, that the pilot actions were of different extents in the individual regions, besides actions, which were carried out in all regions such as the future laboratories, there were also actions specifically designed for the region.

In this sense, pilot actions to be viewed under the aspect of the benchmarking, means that a selection of good practice must be made considering three viewpoints:

- the project aims for thematic main focuses of the developed regional youth strategy
- an independent continuation of the pilot actions beyond the end of the project YURA, and therewith beyond the subsidized duration, is warranted
- an assessment of possibilities was carried out, under which requirements the pilot action is transferable to other regions

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However, various partners have pointed out, that an assessment of actual effects from the project in a phase immediately after finalization of the pilot actions is of temporary character, while significant effects are expected in the future (cf. explanations in chapters 4.2 through 4.5).

During assessment, it is furthermore necessary to include the given social and political surrounding in the observations – the pilot actions do not stand alone, but are embedded in this concrete surrounding, which is subject to dynamic changes. This is also reflected by the answers of the questionnaire, which contained a series of questions following this direction.

Not every region has fully answered all questions of the questionnaire, but overall they got a relatively conclusive picture in terms of the identification of good practices within the framework of the YURA project as a whole. Under the aspect of sustainability of the project, in particular concerning the possible generalization on a regional level, it is of significance in the entire European region.

The assessment via the project partners brought about different results while identifying good practices. Individual measures were assigned to different questions by the regions.

It was highlighted multiple times that enterprise-based and generally occupation-oriented measures of different kinds, whether it is practical training, field days or even different learning partnerships. One partner (district of the Burgenland) even highlighted informative job fairs as good practice, meaning more so generalizing events, especially because of the in such terms offered special programs for lower secondary school and special education pupils.

Of great interest were pupils' research centers, especially among pupils, because of different reasons in the individual regions. For example, Hajdu-Bihar pointed out the significance of occupational orientation (The pupil research center seemed to be a good solution to offer apprenticeship and practical job training for the young people. In the pilots the youngsters participated in small groups, but if the pilot could extend onto a more regional level and involve more companies and youngsters that could be a solution for the lack of employment for young people, Hajdu-Bihar), while South-West Styria emphasized the character as possibility of the program for gifted pupils. In the district of the Burgenland the pupils' research center was highlighted as possibility for the support of slower learning pupils. Obviously, this specific form offers a wide range for the regional needs customized possibilities of design. The project partner South-West Styria also emphasized the support of slower learners, especially via the noticeable group dynamic felt in projects such as future laboratories and on-the-job field days.

The in Lower Silesia applied system of supporting gifted pupils via scholarships is to be highlighted in particular, which has already been adapted by the Italian project partners. The participating enterprises want to continue the system even after the end of the project. Likewise, as regional good practice in this regard were named business academy and pupils' research center, which are particularly suitable for the program of the gifted. Remarkable is the characterization of the learning partnerships via the project partner district of the Burgenland, since students with the greatest performance progress were particularly pointed out.

In cooperation between schools and enterprises, project related cooperations as the learning partnerships are mentioned, which span over a longer period and therewith promise continuity.

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Relatively vague information was provided concerning a better inclusion of youth in the social area (school bus attendants, workshops and approaching regional administrations with problems). These more so vague descriptions suggest that within the framework of YURA this area plays a more subordinate role, particularly since the pilot actions were focused on other key aspects obviously. Since this information was named within the framework of the pilot action future laboratories, they can also be seen as incentive for the optimization of soft location factors and a greater inclusion of youth.

Behind the background of a threatening or already noticeable lack of skilled workers on the one hand, and a high or even rising youth unemployment in a few regions on the other hand, the interaction between schools, occupational schools, universities and enterprises as well as administrations, wins growing significance. Therefore it is of interest, if and to what extent the coordination and communication could be improved via the pilot actions of the project YURA. In principle, a positive assessment was provided by all regions on this. For example, South-West Styria, Lower Silesia, district of the Burgenland and Novara point out explicitly, that the ongoing communication has improved and cooperation was revitalized or rather could be improved, developing new opportunities for the youngsters such as apprenticeships and vocational trainings (Novara).

At the same time, the basis for the cooperation was widened with the pilot actions, through the inclusion of (more) enterprises and schools via future laboratories. Important aspects in this respect are also the improvement of the mutual understanding for the mutual demands and the (improved) inclusion of parents in the measures (South-West Styria), strengthening the role of NGOs (Hajdu-Bihar) or the extension of the view on the gifted (especially in universities) and its promotion (Lower Silesia). Last but not least, future laboratories represent a method to include youth more in a broad field of regional and local design possibilities (urban development, organization of public transport, etc.) on a wider front (district of the Burgenland, Usti region). Also steps have been initiated for improved cooperation/work with talented children between public administration, schools and organizations operating within the given area (Usti region).

In majority of the pilot actions, improvements of multiple cooperation partners could be reached according to the assessment of the project partners.

The assessment is of importance for the proof of sustainability, to what extent the looked at pilot action is suitable to be implemented area-wide in the region. The spectrum differed, though not particularly surprising in view of the differentiation of pilot actions. Generally, the measures such as learning partnerships and future laboratories allow for a high generalization potential and therewith an area-wide feasibility within the region. For others, more specialized actions, such as brickmaker, business academy and pupils' research center, which are tied to certain requirements, this only applies to a limited extent.

If very specific regional requirement must be given, such as the pilot actions in Lower Silesia, then a wide-spread unsuitability for an area-wide implementation is possible.

For the proof of European added value is the possibility of transferability onto other European regions of substantial significance. Even more so, as especially the questions of securing skilled workers in connection with the general securing of employment and social cooperation possibilities gain of growing importance. The ability to generalize is assessed differently as well, depending on the type of pilot action.

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Fundamentally able to be generalized, according to the results of the questionnaire, are:

- Learning partnerships
- On-the-job field days and practical training
- Future laboratories

These pilot actions can be established anywhere, since little human and financial resources are needed. Fundamentally, they require a regional coordination.

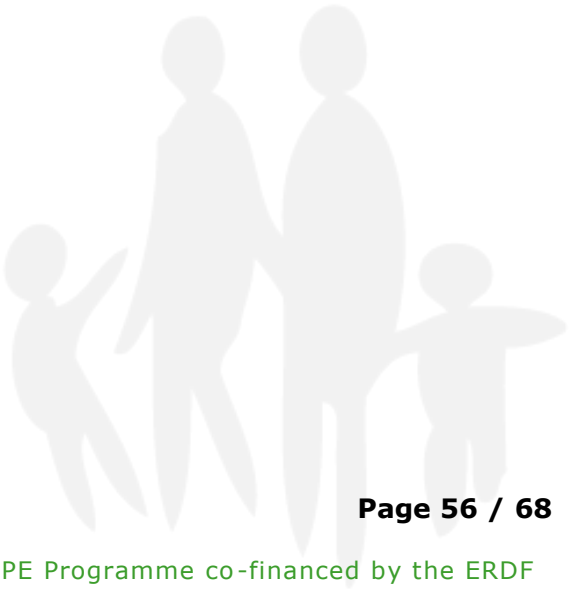
For pilot actions such as:

- Pupils‘ research center
- Business academy
- Support of the gifted (scholarships)

is a transfer possible in principle, but the framework must be coherent as well as a specific financial strength must be warranted. A pupils’ research center requires e.g. human, material, and financial resources, during the starting phase as well as thereafter, in turn it is not easily transferable.

In regards to the transfer of the system of supporting the gifted, a first practical implementation could already be achieved, which underlines the proof of the European added value within the very short time period: our participation to the business academy pilot action allowed us to develop the model offered by the Polish partner FEM, even if instead of technological and scientific subjects, it was focused on the musical subject owing to the possibility to get an occupation in this field within this region. The 4 schools who took part as external experts in the realization of the business academy just declared the intention to implement again the same model during the next scholar years (Novara).

Projects as brickmaker are tied to very specific requirements, which cannot be generalized in this respect.



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5 Overall Assessment

Starting point of an overall assessment is the discovered situation. Here is to be stated, that comparability was limited. For one, it concerns the statistical requirements, which were very different for the individual regions. However, within the framework of a particular basic quantity of indicators, comparability can generally be brought about. As the previously presented examples show, the time and cost can increase quickly – for an appropriate comprehensive empirical analysis, time and budget were not available within the project YURA. On the other hand, as at least as significantly important turned out to be the content-wise differences and the therewith very limited comparability of the educational systems, particularly the vocational training systems, which play a big role within the context of the project

Based on these requirements, the informational value was restricted from the beginning, since especially non-quantified characteristics were to be used for the assessment and only few quantitative indicators were available. An improved precision of the benchmarking would have demanded a non-justifiable effort.

The target course of the benchmarking was directed less on a (quantitative) measurement of effectiveness and efficiency of activities or rather actions as more so on a (qualitative) explication of regional good practices, not at last behind the background of transferability to other regions. As shown in the introductory chapter, the benchmarking is generally confronted with non-competitive organizations, so that certain blurs have to be accepted opposed to the strict quantified information of an operational benchmarking.

A questionnaire was developed for the execution of the benchmarking, which oriented itself along the project goals. Generally the questions were formulated, so that they could be answered based on provided multiple choice answers with minimized time effort, but nevertheless explanatory notes, amendments and add-ons, could be included in the line „remarks". This line was used extensively by the project partners. The questionnaire was supposed to map out the framework conditions as well as offer starting points for the selection of „good practices". Since praxis has demonstrated, that many good project approaches more or less fail to transfer on other regions, because framework conditions were not considered sufficiently under which these projects function in the home regions. It appeared appropriate to allocate a relatively large amount of space to framework conditions.

Criteria for the selection of good practices for the presented case were first and foremost:

- To what extend aimed the pilot actions for the thematic focuses of the regions?
- Which broad effects were achieved during and after the projects (e.g. share of reached problem children and difficult youth)
- What possibilities exist for the subsequent use of the projects?
- Which requirements must be provided for the transferability of projects?

The results for the individual pilot actions were differentiated. Basically, based on the results of the survey it can be generalized

- Learning partnerships
- On-the-job field days and practical training
- Future laboratories

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For pilot actions such as

- Pupils‘ research center
- Business academy

Gifted pupils education (scholarship)

A transfer is in principle possible, but the framework conditions have to be coherent and a specific financial strength has to be warranted.

Projects as brickmaker are tied to very specific requirements, which cannot be generalized in this case.

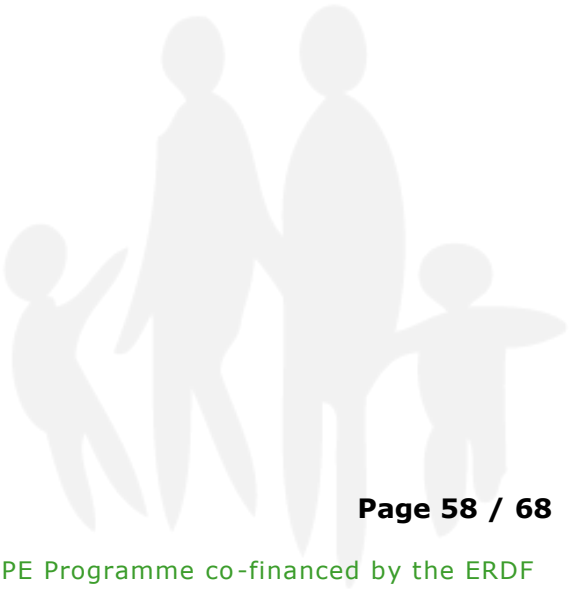
As „good practice“ in terms of a broad effect and transferability, mainly the three projects named ought to be considered, while with the others significantly extensive tests of requirements for transferability have to be warranted.

Not every pilot action in every region can be recognized, but one can refer to the final reports and the evaluation of the pilot actions, which are part of the project as well.

Overall, most of the pilot actions within the named context reached good to satisfactory results, while the participation of students/ apprentices as also enterprises and also the achieved broad effect was assessed differently.

The requirements for the pursued stronger connection between schools/ vocational training systems, administration and enterprises, and the therefrom resulting greater broad effect, are obviously differentiated; here is a strong co-relation to the forms of vocational training.

The basic question, whether an on broad effect applied or rather a specialized action should be viewed as good practice, can not clearly be answered based on the executed benchmarking. Nonetheless, it has to be noted, that the in the project approach demanded transferability requires a significant broad effect.



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7. Annexes

7.1 Questionnaire

Developing transnational transversal youth strategies in regions with migration

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Benchmarking Questionnaire

Project partner: .....

Name of the expert or institution filling in this form: .....

Date: .....

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Preliminary Remark:

The herewith mentioned questions should be completed and substantiated through the results of the pilot actions in the respective regions.

Numeral indicators from the indicator system:

Fill in the indicators, as far as they can be taken or derived from the regional indicator system.

- ☑ **Disposition- and take over rate from vocational training into job (%)**
- ☑ **Disposition rates from school into vocational training (or similar forms)**
- ☑ **Ratio of apprenticeship supply and demand (if possible for main groups of occupation)**

in general:

Main group	Ratio of supply and demand

- ☑ **Drop out rates of apprenticeships**

General questions

1. Project aim: Stop of the emigration of specialists/skilled workers, reduction of the negative effects of the demographic and social change

1.1 Over the last years, emigration of specialists (since 2005) …

☐ **increased significantly**

☐ **increased**

☐ **remained constant**

☐ **declined**

Remarks: ……

1.2 Did the demographic change influence this migration behavior?

☐ **yes**

☐ **more so accelerated**

☐ **more so alleviated**

☐ **no**

☐ **do not know**

Remarks: ……

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1.3 What are the main motives for the emigration of young people? (multiple answers are possible)?

☐ no suitable/apprenticeship-adequate work

☐ earning potential

☐ familial reasons/ obligations

☐ cultural-social surrounding (soft location factors)

☐ do not know

Additional motives (please name): .....

1.4 To what extent are there remigrations of young people into the region after academic studies or vocational training?

☐ remigration is the normal case

☐ remigration occurs to a larger extent

☐ remigration occurs to a smaller extent or not at all (emigration)

☐ do not know

Remarks: .....

1.5 According to your opinion, what are the motives for the return of young people to your region? (multiple answers are possible)

☐ potential earnings

☐ family

☐ problems with a different working atmosphere

☐ earned enough money abroad

☐ homesickness/love for the region

☐ proximity to large cities with an appropriate social and cultural infrastructur

others (please state)

.....

1.6 Has the supply of in-firm apprenticeships over the past years?

☐ improved

☐ remained constant

☐ declined

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☐ shifted between business sectors (please state)

for the benefit of…

for the expense of

1.7 Did the pilot actions and other measures within the framework of YURA cause changes within the apprenticeship behaviour of participating companies?

☐ companies offered more apprenticeship training positions

☐ companies want to offer more apprenticeship training positions

☐ companies by majority did not change their apprenticeship behavior

☐ no changes

☐ do not know

Remarks: ……

1.8 In regards to the pilot actions, to what extent was a broad effect achieved? (please assess for each pilot action, that was implemented within the region)

☐ a cross-branch broad effect was noticeable

☐ there were impacts within a branch

☐ the impact remained limited to the participating companies

Remarks: ……

2. Project aim: efficiency of the social infrastructure and other soft location factors

2.1 Are there special regulations for the operation of schools in rural areas esp. in sparsely populated regions, in order to provide a reasonable school commute (multiple answers are possible)

☐ no special regulations

☐ school with smaller classes/smaller schools

☐ schools with multi-class

☐ subsidiary schools

☐ schools with online education programmes/distance teaching

☐ others (please state)

……

If so until which class-level ?

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2.2 Are there special regulations for the operation of vocational-schools in rural areas esp. areas with emigration (multiple answers are possible)

☐ **no special regulations**

☐ **cooperations between vocational schools (specialised on different occupations)**

☐ **mixed classes for several occupations (occasional)**

☐ **others (please state)**

……

Remarks: **……**

2.3 Are there special regulations for the operation of daycare centres in rural areas esp. in sparsely populated regions (multiple answers are possible)

☐ **no special regulations**

☐ **daycare centres with smaller groups**

☐ **others (please state)**

……

Remarks: **……**

2.4 How has the development of facilities been for the youth and leisure in your area since 2005 (e.g. cinemas, libraries, museums, theatres, galleries, swimming pools, sports grounds and so on)? In case of differentiated development please indicate, where "increased", "remained constant", "declined" applies.

☐ **increased**

☐ **remained constant**

☐ **declined**

Remarks: **……**

2.5 How would you assess the continuing development of the equipment with social infrastructure for children and youth? (multiple answers are possible)

- **The number of facilities will**
  - ☐ **increase**
  - ☐ **not change**

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☐ decrease

- Is dependant on financing options
  - ☐ of public authorities
  - ☐ private carrier
  - ☐ both
  - ☐ the financing is unclear
- The number of facilities focuses on larger cities
  - ☐ yes ☐ no
  - ☐ the most important facilities (schools, day care facilities for children) are continuously available covering a large area

Remarks: ……

2.6 Which contributions are made by the cultural and social infrastructur to convince the youth to stay in their home-region.

☐ scale from 0 to 5 (0 no contribution … 5 high contribution)

Remarks: ……

2.7 How important is the distance to large and medium-sized cities with their socio-cultural infrastructure to convince the youth to stay in their home-region?

☐ large cities: scale from 0 to 5 (0 no impact … 5 high impact)

☐ medium-sized cities: scale from 0 to 5 (0 no impact … 5 high impact)

Remarks: ……

2.8 To what extent are children and teenagers able to actively codesign schools and leisure facilities ?

☐ schools: scale from 0 to 5 (0 nothing … 5 extensive)

☐ leisure facilities: scale from 0 to 5 (0 nothing … 5 extensive)

Remarks: ……

2.9 What are the most important ways, in which this codesign is implemented? (multiple answers are possible)

☐ suggestions of the pupil representation

☐ wishes of the pupil representation can be placed

☐ pupils can design their classrooms under guidance

☐ pupils design their classroom independently

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☐ teenagers design leisure facilities under guidance

☐ teenagers design leisure facilities indepently

☐ teenagers have a voice at the planning state of leisure facilities

Remarks: ……

3. Project aim: improvement of human resources and social integration

3.1 What are the best ways for the vocational orientation of pupils? (multiple answers are possible; scale from 0 not implemented, 1 unfrequent …5 regularly for all pupils)

☐ (big) roadshows/information events for several classes or resp. schools

☐ individualised roadshows/information events

☐ internships in companies at once

☐ periodical internships in companies (e.g. 1 day per month)

☐ internship at facilities for vocational training at once

☐ periodical internships at facilities for vocational training (e.g. 1 day per month)

3.2 What are the most effected class-levels for vocational orientation? (please state)

☐ class level

3.3 In the SWOT-analysis forms of cooperation between schools and enterprises for single regions are described. Please state the regional level of dispersion for forms, which are particularly successsful and/or are suitable as best practice!

☐ … there are no such forms

- Form A (please state)

☐ (please state the form) model projects/experimental phase

☐ (please state the form) partial application

☐ (please state the form) comprehensive application

- Form B (please state)

☐ (please state the form) model projects/experimental phase

☐ (please state the form) partial application

☐ (please state the form) comprehensive application

and so on

4. Project aim: The intensification of the cooperation between, schools, companies and the regional administration

4.1 How do you assess the level of cooperation? (mark the relevant statement)

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- the majority of schools are involved

  ☐ yes ☐ no

- the actions are well coordinated

  ☐ yes ☐ no

- the involvement of pupils is

  ☐ good ☐ average ☐ low

- the involvement of businesses is

  ☐ good ☐ average ☐ low

4.2 How do you assess the level of cooperation? (mark the relevant statement)

- big companies are predominantly involved

  ☐ yes ☐ no

- there is a council, working group etc. on a regional level, with a regular coordination of actions and cooperations

  ☐ yes ☐ no

- the cooperation had a significant impact on the placement of in-firm apprenticeships

  ☐ yes ☐ partial ☐ no

5. Sustainability

5.1 Which measures, from the point of view of your region and from the experiences derived from the YURA project have stand the test in particular and can be pointed out as regional good practice? (please state)

- in the field of job-oriented measures for pupils

……

- in supporting slow learning pupils

……

- in promoting specially talented pupils

……

- by a better inclusion in the social field

……

- in the co-operation between schools and enterprises?

……

- further

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……

5.2 In which fields of activity have improvements of co-operation/ co-ordination between schools, enterprises, public administrations and organizations/ alliances/associations occured during the YURA project? (please state)

……

5.3 Do these improvements apply to

☐ **model projects or rather single undertakings**

☐ **multiple cooperation partners**

Are those measures suitable to be realized comprehensively in the region?

☐ **yes** ☐ **partial** ☐ **no**

5.4 Which measures do you consider transferable to other regions?

- **measure A**

  ☐ **yes** ☐ **partial**

- **measure B**

  ☐ **yes** ☐ **partial**

and so on

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