

Report of Joint Pilot Actions

Regional management South-West-Styria



Participating Regions:

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

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Regional management South-West-Styria

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YURA – Pilot Actions

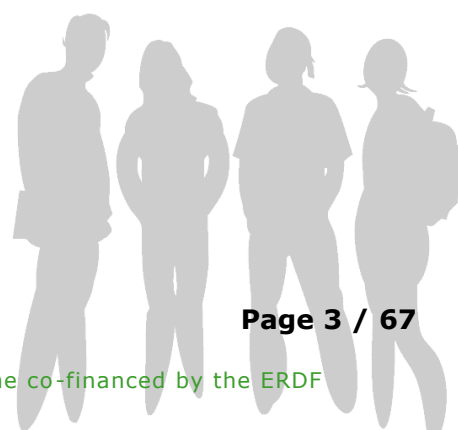
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Responsible project partners - pilot action descriptions:

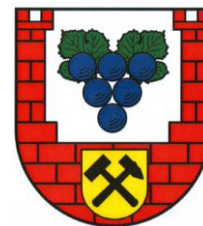
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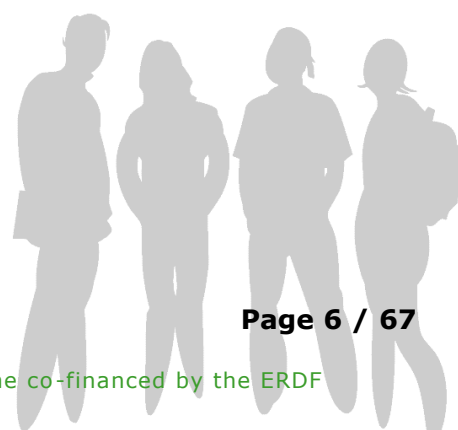
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1. Introduction

1.1. About the project YURA

1.1.1 Background/History

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

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

Regions with a decreasing population will have problems in providing and financing public goods and services, including access to education, health care, maintenance of public buildings, transport and ICT³ infrastructure, which are important to avoid social polarization and poverty (COM Working Paper Regions 2020). At the same time, the regions are characterized by domination of Small and Medium Sized Enterprises (SME) and handicraft. These SME have more problems to recruit employees compared to larger companies, which have a higher publicity and better financial and material resources for recruitment. This fact is connected to several questions, which will be answered in the project:

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

Behind the background of these questions the project is focused on the priority 4 of the European Commission: "Enhancing Competitiveness and Attractiveness of Cities and Regions" and the area of intervention.

The project YURA sets out to develop transnational, transversal youth strategies to counteract the consequences of demographic change and brain-drain. The participating regions Burgenlandkreis (GER), South-West-Styria (AT), Usti Region (CZ), Province Novara (I), North Great Plain (HU) and Lower Silesia (PL) are all suffering from above-average migration of especially young and qualified people. The regions should contribute to counteracting social and spatial segregation and to integrating the interest of relevant target groups (young people and young families) in the early planning phase.

The project YURA also aims to establish a structured dialogue at European level. The development of a joint new benchmarking system with specific indicators that better reflects

¹ http://eur-lex.europa.eu/LexUriServ/site/en/com/2005/com2005_0094en01.pdf (28.12.2010).

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

³ information and communications technologies

the challenges of demographic change should support the policy making. The partnership consists of different entities, which fulfill specific functions:

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

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

In the involved regions the demographic and social impact of an increasingly aging population is worsened by strong migration and brain drain of young people, which causes low birth rates. The shortage of qualified labor is already visible today in the participating regions Saxony-Anhalt (GER), Styria (AT), North Great Plains (HU), Usti (CZ), Novara (I) and Lower Silesia (PL). In competition with the economic centers for qualified employees, regions with migration problems have to develop strategies to provide better living and working conditions for young people in order to convince them to stay or to come back to their home region. The joint exchange of experiences about existing best-practices to counteract the forecasted labor shortage and to develop general transferable strategies and models creates synergy effects between the participating regions. In the regions Saxony-Anhalt, Styria, Lower Silesia and North Great Plain migration to economically more advantageous regions is the major challenge. For example, the regions Usti and Novara compete with the economic centers Prague and Milan. In order to tackle the abovementioned problems it is necessary to join relevant stakeholders from the partner countries to be able to initiate a transnational cooperation process. A particular priority for the future availability of qualified labor is the connection between schools and industries. Schools, companies and regional development institutions, which are located in disadvantaged regions, are especially challenged in preparing practical preparation for the starting of professional careers and in presenting their region as attractive and competitive with regard to working and living conditions. Especially experiences with the support of companies for talented pupils and students from Styria, Novara, Usti and Lower Silesia will be used for the development of the joint strategy. The cooperation between relevant schools, educational- and science institutions as well as companies and regional employment agencies will be a precondition for this process. The integration of important decision makers from the industry should strengthen the social dialogue within and between the regions. The corporate citizenship in the framework of the European Alliance for CSR (Corporate Social Responsibility) contributes to the competitiveness and attractiveness of the region and counteracts the brain drain of young people. The European Commission has defined CSR as a concept that offers a framework for companies to integrate social and environmental matters into their corporate activities and relations to other stakeholders on a voluntary base. The safeguarding and adaptation of social infrastructure will contribute to more attractive regions and a higher quality of life. First models in Saxony-Anhalt and Usti should be used and further developed for the transnational cooperation. Especially the experiences concerning the local consensus building process, which integrates representatives and decision makers from administration, politics, industry and society, should be used for the transnational strategy development in order to create a suitable

network structure for the implementation of project measures. Finally, the development of the joint strategy and the action plan is an undertaking that can be implemented only by partners from the relevant countries in order to agree on future priorities for infrastructure planning.

1.1.2 Objectives

The project YURA contains three general objectives:

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

The YURA project contributes to the “Central Europe” objectives of priority 4 “Enhancing competitiveness and attractiveness of cities and regions”. Therefore, the project’s specific objectives are described as follows:

1. Reduction of the negative impact of demographic and social change in rural regions by the development and implementation of transnational strategies to improve attractiveness and competitiveness of rural regions in comparison to urban centers.
2. Improvement in the quality of life by adaptation and improvement of social infrastructure⁴. The development of joint and generally transferable methods should create framework conditions, which promote the active participation of young people as well as the corporate citizenship and civil participation. The higher identification with the region is supposed to counteract migration tendencies. The active participation of young people in the decision making process is in line with the recommendations of the EC⁵.
3. Improvement of human capital and social integration. The joint development and implementation of generally transferable models and the long-term cooperation between schools, enterprises and regional development institutions ensures the availability of young employees.
4. Initiation of a transnational knowledge transfer between the project partners and the “European Network of Regions in Demographic Change”. Also the establishment of a structured dialogue at EU level is to improve demographic analysis to shape regional policies. The development of a joint new benchmarking system with specific indicators that better reflects the challenges of demographic change, should support the policy making process. Furthermore, the system will be recommended and made available as an applicable tool for other decision makers in the European mainstreaming process.
5. The reduction of negative impacts on demographic and social change in regions with migration problems in Central Europe⁶.

1.1.3 Results

The major objective of the project is to jointly develop innovative strategies to counteract migration of young people as well as to ensure the provision of favorable social infrastructure. This will be done in close cooperation between all partners for the implementation of project activities. Transnational cooperation is vital for the achievement

⁴ e.g. access to education and culture, mobility and transport, leisure opportunities, living conditions, etc.

⁵ cf. Promoting young people's full participation in education, employment and society. COM (2007) 498 final. 05.09.2007. http://eur-lex.europa.eu/LexUriServ/site/en/com/2007/com2007_0498en01.pdf (28.12.2010).

⁶ e.g. ageing workforce, decreasing birth rate

of the expected results due to the complexity and transnational dimension of the demographic change in Central Europe.

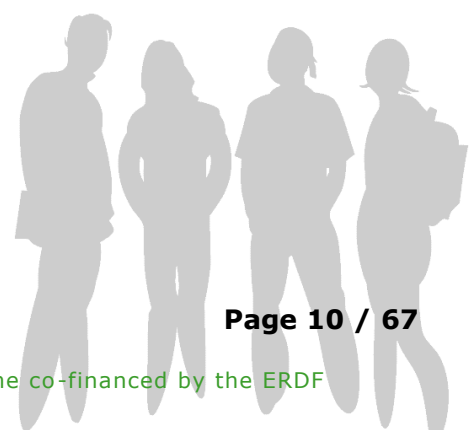
The final results of the YURA project will be a transnational youth strategy that counteracts the consequences of the demographic change and the brain-drain.

1.1.4 General project details

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

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

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



1.2. About the participating regions

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

Burgenlandkreis

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

South-West-Styria

The region South-West-Styria is located in south-eastern Austria at the south-western edge of Styria. The region is surrounded by the province of Carinthia in the West, by the neighbouring country Slovenia in the South and by the city region of Graz in the north-west. The local economy is in general characterised by an above-average of the primary and secondary sector, but this circumstance has been in considerable change during recent years, towards a more service-oriented economy. The economic structure of the district of Voitsberg is traditionally dominated by its industrial and mining tradition. Even though the district is changing gradually towards a less industrial-oriented economy, Voitsberg (and the surrounding region) is still a leading industrial location in Styria.

Usti Region

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

Province Novara

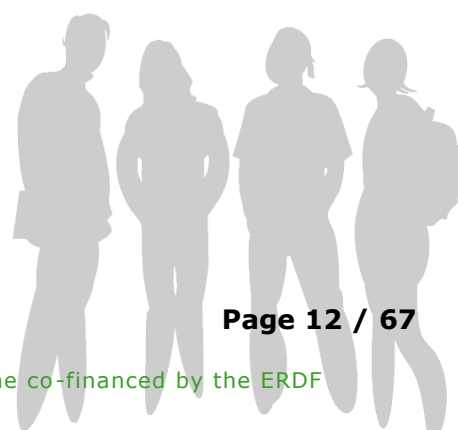
Novara is a province in the Piedmont region of Italy. Its capital is the city of Novara. The region has an area of 1,339 km² and a total population of 365.156 (2008). Novara lies in a strategic position between Milan and Turin. Rice is grown in the southern part of the province, with an extensive irrigation network and a large amount of canals. The north is characterized by a hilly landscape with vineyards and forests. In comparison to the average Italian income level, the level of income per person in the Novara region is a medium high one. A high density of manufacturing activities, with a strong focus on exports in the fields of engineering and chemical industries, can be observed.

North Great Plain

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

Lower Silesia

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



2. Joint Pilot actions (WP4)

2.1. General information

Based on the results of the benchmarking and tool development process (WP3), especially the regional case studies, common pilot actions have been implemented in all participating regions. By involving regional companies and public administrations particular vocational training or working possibilities in the region should be pointed out to counteract migration. The pilot actions should show ways of how to actively facilitate demographic change. The results from the pilot actions will be analysed jointly, transformed as general transferable tools in the joint action plan (WP 5) and inserted in the regional, transnational and European mainstreaming. The pilot actions will also include the development and implementation of common methods for an active participation of the youth in the process of adjusting social infrastructures in the regions (encouragement of voluntary social commitment).

Throughout the project there have been planned four major groups of Pilot actions, each with a different focus of content.

Every project partner, exceptions are the Lead partner and PP4 – Regional development agency South-West-Styria (WP4 coordinator), was involved in at least two pilot actions.

In addition to the realisation of pilot actions, an exchange of experiences took place in a transnational workshop in Austria in December 2011.

Pilot action 1: LEARNING PARTNERSHIPS

Pilot action coordinator: PP5 – Claudia Krobath (Innovation Region Styria)

The objective of the “Learning partnership” is to bring pupils closer to vocational training or employment opportunities in the region through a targeted, practice orientated approach. Therefore, regular learning subjects in schools will be combined with additional, practice-focused learning elements from companies. The aim is to jointly develop the methodology and to test it in the regions together with schools and companies.

Pilot action 2: BUSINESS ACADEMY

Pilot action coordinator: PP10 – Cezary Gluszek (Foundation of International Education, Wrocław)

The Business Academy for pupils supports intellectually gifted pupils of higher educational school grades. These pupils belong to the young elite in the partner regions. The project’s aim is to jointly improve the existing approaches (PL, I) and to test them in the regions (preparation for establishment of a BA in every region).

Pilot action 3: FUTURE LABORATORY

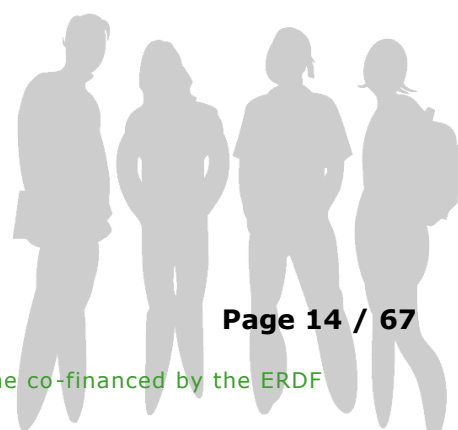
Pilot action coordinator: PP6 – Lucie Kuzelová (Usti Region)

In these laboratories jointly developed methods and tools will be tested to work out scenarios together with local stakeholders to make life in rural areas more attractive (public, administration, economy, citizenship). The involvement of young people in the future laboratories should contribute to the adjustment of social infrastructures respecting the balance between family and career in order to counteract migration.

Pilot action 4: RESEARCH CENTRE FOR PUPILS**Pilot action coordinator: PP2 – Jörg Perrmann (Burgenlandkreis)**

In the research centre for pupils the exploratory spirit of young people should be inspired. In Burgenlandkreis, such an out-of-school learning location has already been established in cooperation with regional companies. As a next step this approach should be discussed and jointly improved in a transnational pilot action in order to lay the foundation of similar models in partner regions. Another part of the pilot action is the development of joint educational modules for the out-of-school knowledge transfer.

Pilot action Project Partner	1: Learning Partnerships	2: Business Academy	3: Future Laboratory	4: Research Centre
LP – MLV (DE)				
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	

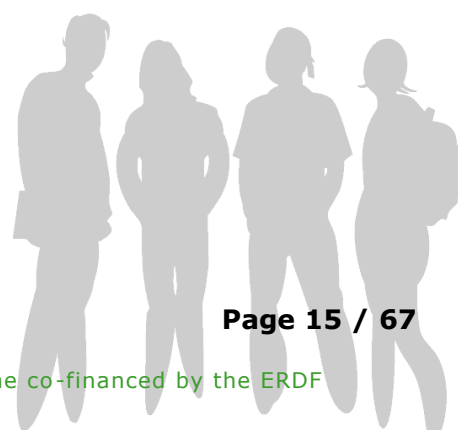


2.2. Aims and Evaluation

The results of the joint pilot actions will be analysed and prepared in a study for the political and administrative decision-making level in the partner regions as well as for decision makers from industry, science and education. The target groups will be directly involved in the realisation processes of the pilot actions through workshops, youth stakeholder seminars, regional meetings and other events. Furthermore, the results of the pilot actions represent the basis for the development of the action plan, which will highlight the joint youth strategy (compare WP 5). In addition to the presentation and evaluation of the results, conclusions and general recommendations for actions should be worked out, which ensure transferability of methods and tools that are tested in the pilot actions on transnational and European level. Final conclusions will contain key information concerning required constraints, partnership structures, material, financial resources, expected results, opportunities and risks. On the basis of the results from WP 3 and WP 4 general, transferable transnational youth strategies will be developed in WP5 taking into account regional specifications.

The Evaluation of the pilot actions is an important part of WP4, because it proves success or failure, transferability and sustainability of the international initiatives in the course of the project YURA.

The Evaluation is divided into two parts. The first part is an ex-ante questionnaire, which consists of general questions to determine general aims of the project partners (e.g. number of participating young people, number of events, number of follow-up projects, etc.). The second part, an ex-post evaluation, is based on the ex-ante evaluation but is expanded with qualitative questions concerning the special topic of the particular pilot action.



3. Learning Partnerships

3.1. Participating partners

- **Pilot action coordinator: INNOVATION REGION STYRIA**

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Contact Person: Dr. Michael Schädlich, CEO, Sylvia Lietz, Bernhard Nieher

- **Lower Silesia Marshal Office**

Contact person: Justyna Urban

3.2. Aims of the pilot action

The main aim of the pilot action „Learning Partnership“ is to initiate a better networking between regional schools and companies and to improve the cooperation between schools and higher education facilities (e.g. Universities, colleges etc.) for their mutual benefit.

Against this background, it is the intention to establish a framework of cooperation between schools, regional companies and higher education facilities (e.g. Universities, colleges etc.) in the participating regions.

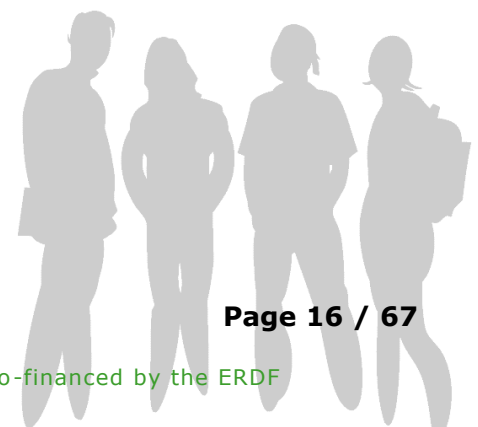
Based on the case study report worked out by all YURA project partners and also additional evaluations, it was shown that one major problem is that most pupils are not aware of the leading companies and SME in the region they live in. Based on regional research and the fact of growing skills shortage in scientific and technical fields (the demand especially in the fields of mechanical engineering, electrical engineering, materials science, metallurgy and chemical engineering) new routes require the professional orientation quality for young people.

Further objectives are:

- new forms of presentation of careers in regional working fields (e.g. science and technical fields)
- improvement of the image of careers in scientific and technical fields
- increase of the number of young employees in scientific and technical fields
- containment of migration of youngsters

Target groups:

- Pupils between 13-15 years
- The pupils' parents
- Schools/Universities and other educational institutions
- Regional companies

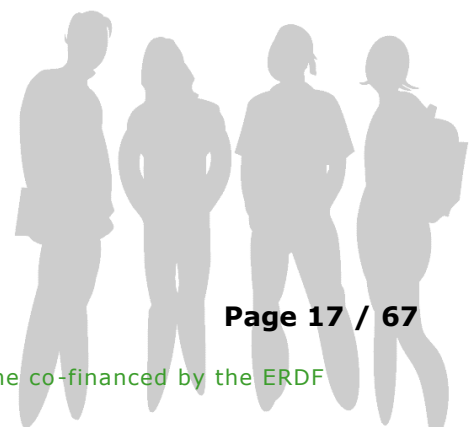


3.3. Methodology

The implementation of the pilot project "Learning Partnership" follows the organizational structure shown below which simultaneously represents the appropriate schedule for the implementation process:

no.	step sequences			notes
1	sensitive companies and enterprises			Cover a broad range of regional branches; e.g. Burgenlandkreis, Germany: food-industry, health-industry, logistics, chemical-industry, brown coal mining, energy-industry.
2	acquisition			
2.1	acquisition of companies/enterprises; establish a pool of companies/enterprises (at least 5 companies/enterprises)	acquisition of regional universities	acquisition of regional schools	The acquisition of companies, universities and schools should be done at the same time.
3	coaching			
3.1	company-coaching (development of modules and projects for vocational orientation of pupils)	coaching of regional universities (development of modules and projects for vocational orientation of pupils)	coaching of regional schools (development of modules and projects for vocational orientation of pupils)	The coaching in companies, universities and schools should be done at the same time.
4	moderated kick-off workshop (together with schools, universities and companies)			Introduction of project partners and presentation of ideas for common modules and projects.
5	deriving/creating an activity plan			This plan should be closely linked to the school year. The activity plan will need a yearly update.
6	preparing a cooperation agreement between the project partners and let it sign			preferably with an unlimited cooperation
7	testing initial activities during the YURA-project			During this step an accompanying coaching of all project partners will be necessary.
8	evaluation and report from the implementation of the activities			

Parallel to this visualized approach it is important to do sufficient press work and to maintain close contact to all actors of the pilot action and the regional stakeholders.



3.4. Regional Pilot Actions

3.4.1. PP3 – “Learning Partnership” Burgenlandkreis 2011-2012

External expertise:

- ISW GmbH

Time frame: June 2011 – March 2012

Overview of the initiative:

The aim of the pilot action “Learning Partnership” is to initiate a better networking between regional schools and companies on the one hand and on the other hand to improve the cooperation between schools and higher education facilities (e.g. Universities, colleges etc.) for their mutual benefit. The basic concept of this pilot action is the regional Youth Strategy “Living – Learning – Apprenticeship Burgenlandkreis”, which was created by the Alliance for Innovation, Economic and Labour Burgenlandkreis to promote and keep skilled workers in the region.

Objectives and target groups:

The objective of the “Learning Partnership” is to bring pupils closer to a vocational training or an employment opportunity in their region by focusing on a practical-orientated approach. Therefore, regular learning subjects in schools will be combined with additional, practice-focused learning elements, which are closely related to companies and their specific fields of work.

Actors and target groups of the pilot Action “Learning Partnership” in the region Burgenlandkreis are schools and pupils on one side and regional companies, actors and decision makers on the other side.

Description of the implementation:

For the successful implementation of the pilot action “Learning Partnership” in the region Burgenlandkreis it was mandatory to establish contact with appropriate regional schools at the beginning of the school year 2011/2012. During the evaluation process of already existing “Learning Partnerships” in the region, it was agreed, together with district administration, to choose the Goethe-Gymnasium Weißenfels to implement the pilot action. After an initial phone call and the expression of interest from the school, a first meeting was scheduled for June 2011.

During this first meeting the school was informed about aspects of the overall project YURA, the pilot action “Learning Partnership” as well as about already existing “Learning Partnerships” in the region. At this point, the various experiences concerning the isw Institute gGmbH in the field of educational research as well as very good contacts to the regional economy and administration were of particular importance.

During the meeting, the school named some regional companies they wish to cooperate with in future times, as well as the kind of activities, which might be implemented. It was

agreed that the isw will support the acquisition of additional companies and higher education facilities (e.g. Universities, colleges etc.). The acquisition phase should be completed by the time when the kick-off workshop "Learning Partnership" starts at the Goethe-Gymnasium.

A further consultation meeting with the school took place in late August 2011. It was agreed to hold the kick-off workshop "Learning Partnership" on the 1st November 2011 as well as to jointly develop a first proposal of an activity-plan during the upcoming weeks.

Basically, it should be differentiated between activities for vocational orientation⁷ and activities in the framework of practical lessons⁸.

At the stage of sensitization, all regional stakeholders should be informed about aims and intentions of the YURA project and the pilot action "Learning Partnership".

According to the step sequences for the implementation of a "Learning Partnership", the acquisition of companies follows the step sensitization and consists of raising awareness for the project and of linking them to the pilot action.

After a successful acquisition of a new partner, it is important to inform them about all relevant decisions or changes in the implementation process as well as to maintain close contact.

The coaching phase directly follows the phase of acquisition of regional actors / stakeholders and points out the needs and specific interests of the target group as well as the intentions of a "Learning Partnership". This second step is highly important because most of the actors have hardly any educational experiences. This coaching process is of tremendous significance to ensure the long-time success of a "Learning Partnership".

The pilot action "Learning Partnership" at the Goethe-Gymnasium Weißenfels officially started with a moderated kick-off workshop at the school on the 1st November 2011. As a result of the kick-off workshop, it was agreed to develop a joint activity plan. The finalized activity plan also creates the fundament for cooperation agreements, which will be signed by the school and all involved regional actors / stakeholders.

The date for signing the cooperation agreements between the school and each regional actor / stakeholder is expected on 28th March 2012.

Main outcomes:

- Cooperation agreement
- Activity plan
- The planned activities will start in the next school semester

3.4.2. PP5 –Lernpartnerschaften

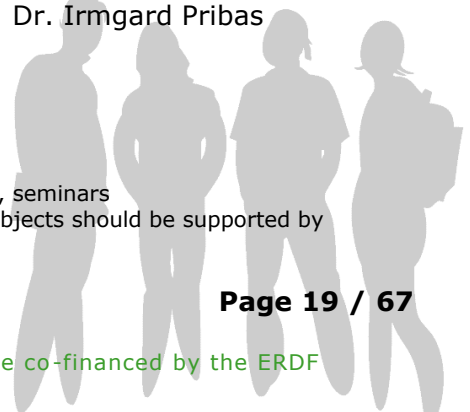
External Expertise:

- Lernwerk Binder GmbH, Contact person: Johannes Binder
- LFI Ländliches Fortbildungsinstitut, Contact person: Mag. Sonja Hutter
- EAW Energie Agentur Weststeiermark, Contact person: Dr. Irmgard Pribas

Time Frame: March 2011 - February 2012

⁷ activities for vocational orientation = company visits, internships, job-faires, seminars

⁸ activities in the framework of practical lessons = within this topic different subjects should be supported by employers of regional companies



Overview of the initiative:

The aim of the pilot action “Learning Partnership” is to initiate a better networking between regional schools and companies.

Based on a regional research and the fact of growing skills shortage in scientific and technical fields (the demand especially in the fields of mechanical engineering, electrical engineering, materials science, metallurgy and chemical engineering) new routes require the professional orientation quality for young people. Many young people still have a very limited range of profession options. Many of them have just little or no information about the typical activities and materials in technical professions. An additional basis for the pilot action was the Case Study report, which was worked out by the YURA project partnership. Moreover, a questionnaire was carried out, which showed that most young people were not informed about leading companies or KMUs of their home region. For this reason, it was decided in Styria to cooperate with companies of the branches metal and electronics.

In the project region Styria the focus is on the fields of mechanical engineering and electrical engineering. This is based on an inquiry of companies, which shows that there is a lack of well skilled employees.

Objectives and target groups:

The objective of the “Learning Partnership” is to bring pupils closer to a vocational training or an employment opportunity in their region. Therefore, regular learning subjects in schools will be combined with additional, practice-focused learning elements (field trips, visit days, exhibitions, classes with universities and companies, etc.).

The objectives are:

- new forms of representation of careers in scientific and technical fields (metal and electrical engineering)
- improve the image of careers in scientific and technical fields
- increase the number of young employees in scientific and technical fields
- containment of migration of young people
- carry out pilot projects together with schools and companies

Actors and target groups of the pilot Action “Learning Partnership” in Styria are schools and pupils on one side and regional companies, actors and decision makers on the other side.

Description of implementation:

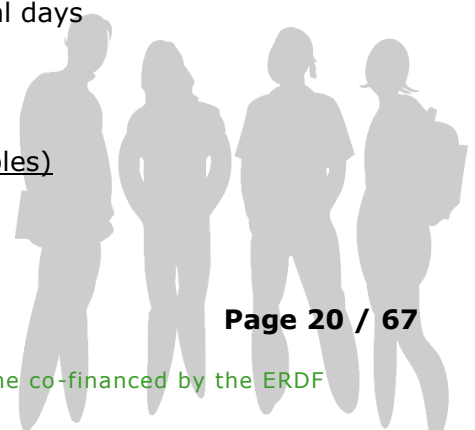
Based on the demands of companies and schools, different actions were developed.

- Long-term activities, which last over one school year
- One or two-day events in companies including practical days
- Excursion and lectures
- One-day Events

Long- term activities, which last over one school year (examples)

School: BG/BRG Köflach - Category mobility

Topic: survey market research criteria for E-mobile/Design



Company partner: Magna Steyr E-Car Systems and Magna Steyr

Contents: Students conducted interviews with 450 people

Questions: Which design do you like? Is security a criterion; how much are you willing to pay for an electric car; etc. Presentation of results at the company Magna Steyr, Excursion to Magna Steyr

School: Polytechnic Köflach – Category Renewable Energy

Topic: development of a "hub storage model"

Company partner: Krenhof AG Köflach

Contents: Cooperation between the company Krenhof AG and the Polytechnic School Köflach, presentation of the joint project "hub storage model"

One or two-day events in companies including practical days

A two-day workshop, which was called "Solar Camp", was carried out together with the eaw (Energy Agency Weststyria) as part of the pilot action learning partnerships. The company Ökotech and the NMS Karl Moree in Graz started this cooperation and implemented it together with 50 pupils. The students had the opportunity to build their own solar panels and also received theoretical input.

Professional experience day "engineering"

A "professional engineering experience day" was organized as part of the pilot action. The main aim of this initiative was to make pupils curious about the scientific-technical and professional work. Furthermore, "school- and companies-across activities" were developed in seminars together with teachers and trainers. The positive aspects of this project became visible in workshops with pupils and in parent's evening. The main focus for the pupils was to try out things in an experimental way. The pupils had the chance to explore their skills in practical activities, to receive valuable information and to meet and socialize with local companies for the first time.

Participants:

- 8 new secondary schools in the district Voitsberg (19 classes; 387 pupils)
- about 150 parents
- 8 ABV metal companies

Events

The Lernwerk Binder organized an event "Langer Tag der Energie", which is used as a platform to present the project YURA and which can be used by schools, teaching staff and participating companies in the region.

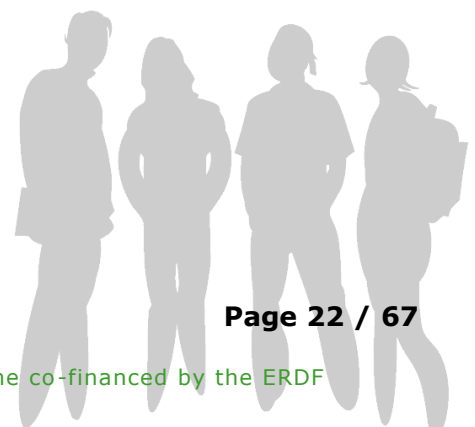
The companies from the region presented themselves and their offerings for "energy saving", "energy efficiency" and "renewable energy". This is a focal point and also a strength in the region. It is expected that in the next few years high-quality jobs will be created in these areas. With the help of this initiative, young people will have the chance to get to know regional companies and their job descriptions. For instance, green jobs or jobs in the metal and electrical industry, because this is closely connected with this subject. Additionally, the chamber of commerce presented a movie about career choice concerning the following professions: Construction", "sanitary" and "electric".

Main outcomes: Learning Partnerships Styria

School	Topic	Company/University	Project	Excursion	Lecture
NMS Köflach Schulstrasse	Windkanal Testing	TU Graz		x	x
NMS Edelschrott	Energie Effizienz in Privathaushalten	Firma Mochart	x		
	Windkraftanlagen	Edler-Windradbetreiber		x	x
NMS Stallhofen	Stirlingmotor	FH Joanneum Research		x	x
HLW Köflach	Kraftwerk Salla	Stadtwerke Köflach		x	x
HAK Voitsberg	Umfrage Zukunft Mobilität	Magna Steyr	x		
BG BRG Köflach	Thermographie	ISOCELL			x
FS Maria Lankowitz	Kompostierung Biomasse	U.M.S.		x	
PTS Köflach	Bau eines Go Kart	Krenhof AG, Autohaus Gspandl	x		
PTS Voitsberg	oecosys	Heizsysteme Effizienzsysteme	x		
NMS Karl Morre Schule	Solarcamp	ökotech	x		

3.4.3. PP9 – Learning Partnership YURA

This pilot action couldn't be implemented in the planned time frame. The new timeframe for the implementation is autumn (September-November) 2012. Therefore the results will not be presented within this report.



4. Business Academy

4.1. Participating partners

- **Pilot action coordinator: Foundation of International Education**

Contact person: Agnieszka Grędyśa

- **District Administration Burgenlandkreis**

Contact person: Jörg Perrmann; IHK: Volker Bart

- **Innovation Region Styria**

Contact person: Claudia Krobath

- **Ústí Region**

Contact person: Lucie Kuželová

- **Province of Novara**

Contact person: Valerio Capolli

4.2. Aims of the pilot action

All YURA regions taking part in Pilot Action 2- Business Academy are struggling with similar problems and issues. By adapting and testing experiences and tools (instruments, applications) of the Foundation of International Education in different regional contexts it shall be possible to create a transferable model for all European regions.

Further objectives:

- to raise awareness among higher grades pupils concerning labour market possibilities connected with regional demanded fields (through meetings with careers officers and representatives of regional businesses)
- to raise pupils' motivation for education at specialised faculties (through pilot testing of 3 innovative supporting programmes designed for specially gifted pupils)

Target groups:

Final beneficiaries:

- gifted students of secondary schools who will take part in testing new methodology
- teachers implementing PA Business Academy
- parents implementing PA Business Academy
- Students from other YURA regions taking part in PA Business Academy

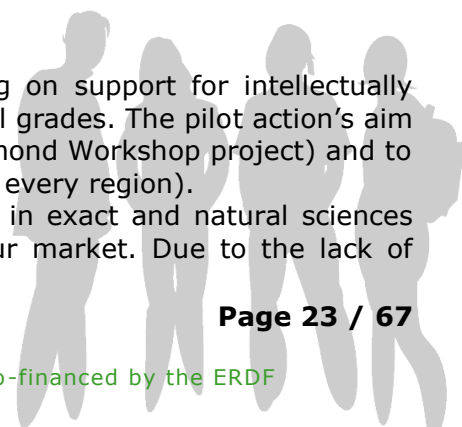
Indirect beneficiaries:

Students of secondary schools in all YURA partner regions that will use supporting models for specially gifted pupils, newly-prepared within the PA.

4.3. Methodology

Diamond Workshop/Business Academy is a pilot action focusing on support for intellectually gifted and especially interested pupils of higher educational school grades. The pilot action's aim is to improve the existing approaches (FIE experience within Diamond Workshop project) and to test them in the regions (preparation for establishment of a BA in every region).

According to regional and national research, graduates qualified in exact and natural sciences are the most required in Lower Silesian and the national labour market. Due to the lack of



qualitative support for gifted students in exact and natural sciences and the general reluctance amongst women towards technological studies, the gap between supply and demand of abovementioned disciplines is increased even further. The dissemination of education in indicated faculties will counteract migration of higher educated young people and will provide possibilities for professional growth on the regional market in accordance with the received education.

PA Business Academy consists of:

- holistic approach to specially gifted pupils (focusing on regional demanded fields);
- involving school and university teachers, parents and pupils in educational processes;
- involving educational centres, universities, schools, the public, nongovernmental organizations and companies
- involving stakeholders in networking on the labour market.

4.4. Regional Pilot actions

4.4.1. PP2 – Business Akademie Weißenfels

External Expertise:

- Foundation Herzog-August
- Goethe Gymnasium Weißenfels

Time frame: April 2011 – August 2012

Overview of the initiative:

In the course of this pilot action, an extracurricular Business Academy on economy was created in the area Burgenland. Additional learning modules shall enable students to become better qualified in this field.

Objectives and target groups:

Development and testing of vocational field-oriented curricula and learning modules:

- extracurricular economic education for specially gifted pupils

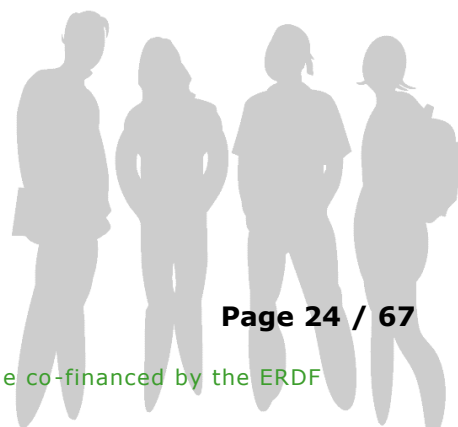
Target groups of the pilot action are:

- pupils between the age of 15 to 18
- the pupils' parents
- some of the pupils' teachers
- the participating companies

Description of the implementation:

The initiative will be implemented in 4 steps:

Step 1 (definition of the learning modules)



Step 2 (formulation of the concept and transnational discussion of the concepts)

Step 3 (setting up of the concepts (testing) and feedback from the target groups)

Step 4 (presentation of intermediate results at regional and transnational level
final presentation)

The project started on 14 April 2011 in Weißenfels. We agreed upon the vocational fields and learning modules.

The next steps were the analysis and the matching (Mai to July 2011):

- Analysis of pupils' qualifications (ability – wishes)
- analysis of companies' needs
- transnational discussion (e.g. via internet) about results of analysis
- matching the firms' needs and pupils' qualifications
- discussion with firms and schools

We are expecting the following problems at regional (Burgenlandkreis) level:

- not enough awareness-raising in schools concerning the aims of the project
- not enough engagement of parents towards the subject

We attempted to solve these problems in providing convincing arguments with an outlook on the professional prospects for pupils.

Main outcomes:

Together with the trainer's growth in knowledge, the agreement about and the implementation of the vocational fields is a core output in order to increase their motivation to find a job and stay in the region.

4.4.2. PP5 – Pilotaktion Business Akademie

External Expertise:

- Institut für systemische Entwicklung (Institute of Systemic Development GmbH)

Time frame: December 2011 – July 2012

Overview of the initiative:

In the framework of the pilot action "Business academy", as part of the Central Europe Project "YURA" together with the lead partner Ministry of Regional Development and Transport Saxony-Anhalt and six European regions, it is intended to initiate an out of school learning through a "Business academy" for pupils. The pilot action was implemented in cooperation with experts from the economy (also entrepreneurs are involved) in the region Deutschlandsberg. The focus of this pilot action is on "economic knowledge" and "entrepreneurship"

The PA has the following parts/steps, intentions and tools:

- Step 1
 - analysis of pupils' qualifications (abilities, wishes, possibilities, ...)
 - analysis of companies' needs (abilities, wishes, possibilities, ...)
 - transnational discussion (e.g. via internet) about results of the analysis
 - finding t experts for lectures in discussion with enterprises and schools
- Step 2
 - revision of the defined learning modules
 - formulation of a concept
 - transnational discussion of the concepts
- Step 3
 - setting up of the concepts and implementing the modules
 - pupils and companies were questioned in advance
- Step 4
 - presentation of intermediate results at regional and transnational level

Objectives and target groups:

A key objective is to support young people in their individual education and career plans and to show them what potential the regional economy characterized by them as to clarify perspectives in the region. Motivated students have the opportunity to deepen their knowledge with practical examples from industry. Through the involvement of experts from industry and enterprises, the students receive the practical knowledge in an attractive way.

Target groups:

- 50 pupils from the school "HLW Deutschlandsberg"

Indirect target group:

- the pupils' parents
- the pupils' teachers

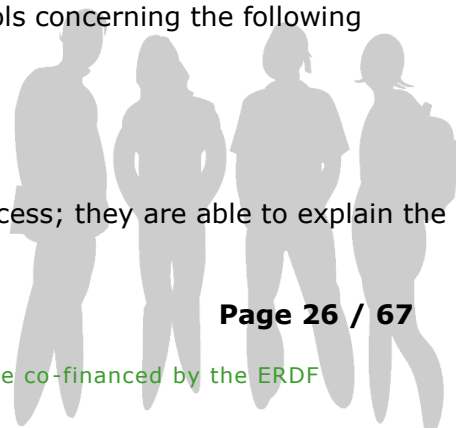
Description of implementation:

Implementation process:

- Finding the experts for implementing the pilot action and creating a team
- Inquiry by questionnaires for pupils and enterprises determining the base for regional vocational fields
- first elaboration concerning the styrian curricula
- Recruitment of schools / pupils
- Implementation by testing the pilot action (Lectures in schools concerning the following modules)

Introduction to Innovation (Units 2x4)

Focus: The students obtain an insight into the innovation process; they are able to explain the concept of innovation and learn practical methods and tools.



II Business plan (Units 2x4)

Focus: The students learn about the meaning of a business plan to develop the topic of business creation and the essential content of it. Through discussions with successful, young entrepreneurs they receive the practical factors summarized in the business plan.

E.g. What's a business plan, executive summary, product and service, marketing, chances and risks ...

III Economic and Business Lessons

Involvement of companies:

Most of the lecturers themselves will be entrepreneurs who provide the practical input for the pupils.

Main outcomes:

Zusätzlicher Wissenszuwachs in wirtschaftlichen Bereichen außerhalb des regulären Schulplans für die teilnehmenden SchülerInnen. Näherbringung regionaler Unternehmen und praxisnaher, versuchsorientierter Unterricht an Stelle von theoretischem Frontalunterricht.

4.4.3. PP6 – Business Academy

External Expertise:

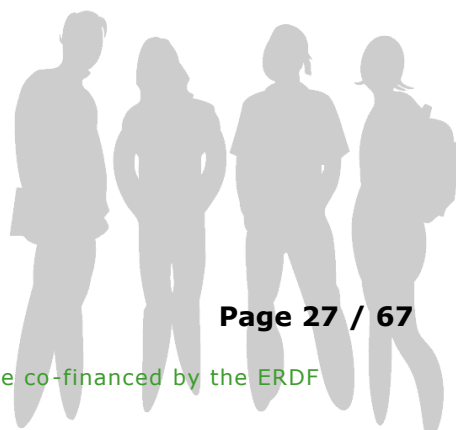
- SPF Group v.o.s.
- Guidance Centre for Pedagogy & Psychology of Ústí Region (Pedagogicko-psychologická poradna Ústeckého kraje)

Time frame: December 2011 – May 2012

Overview of the initiative:

Pilot Action (PA) Business Academy (BA) is aimed at the creation of a basic infrastructure for the support of talented children in Ústí Region. So far, neither in Ústí Region nor across the Czech Republic has ever existed any kind of systematic work with extremely able basic- and secondary-school children. Therefore, the objective of the present PA run in Ústí Region is to launch preparation for a pilot project (i.e. developing a methodology and preparing the BDEP⁹ for the project that is likely to be implemented in future) for the support of talented children between the age of 10 to 14. Pilot Action BA will be aimed at the fields of chemistry and biology, which have enjoyed a long tradition in Ústí Region.

⁹ i.e. the Basic Design and Engineering Package



The PA includes activities as listed below:

Setting up a work group, featuring representatives of organizations, engaging experts in PA, who are concerned with the issue and responsible officials of the regional authority of Ústí Region.

Negotiations about the work group to review the potential solution defined in FEM documents; discussions about social, financial, legal and other specifics to be faced in the Czech Republic and Ústí Region.

Meeting of work groups as a way to find variants and forms (appropriate for the Ústí Region) of how to work with talented children.

Specific identification of the target group, determination of the number of talented children, determination of the mode of address thereof, and of the engagement in the pilot project.

Holding a workshop for selected children talented in chemistry and biology as a way to verify the level of knowledge and the selected forms of the pilot project implementation.

Developing a methodology to work with talented children and to provide a potential future implementation of the pilot project. The implementation of such a pilot project no longer constitutes a part of the present Pilot Action, and though at the moment it is impossible to be adamant that the project will actually materialize, it will be ready / prepared.

Objectives and target groups:

There has not been any organization in Ústí Region or in the Czech Republic that systematically devoted effort to the mentioned area. As a consequence, there are currently only a few companies and experts in the Czech Republic who are experienced in nurturing intellectually gifted children.

What we therefore had to do was to approach the provided PA methodology as a source of inspiration and an impulse to kick off the discussions to be able to work with talented children from Ústí Region. This is the reason why we first had to analyze and subsequently evaluate the current situation in the areas Ústí Region and the Czech Republic. Second, we initiated and developed the Pilot Project's methodology to work with talented children in these places – within the framework of a broadly based expert work group.

Objectives:

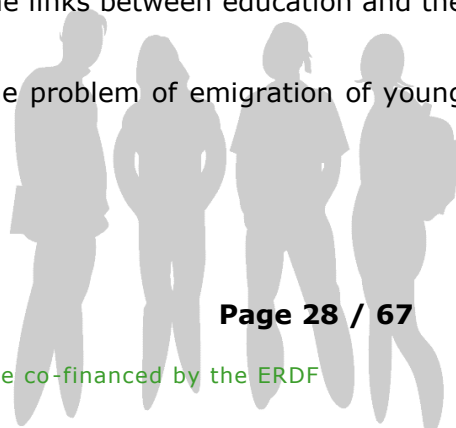
To trigger a long discussion with all involved group members and experts, i.e. a discussion leading towards taking specific steps to support talented children in Ústí Region.

To develop a methodology how to work with talented children and which pays attention the specific conditions in Ústí Region / the Czech Republic.

Through the support of traditional local business segments, the links between education and the labour market are strengthened.

To encourage activities pursued by Ústí Region to combat the problem of emigration of young people.

Target groups:



- Talented children between the age of 10 to 14
- Parents of such talented children who engage in the workshop
- Experts in the field of working with talented children

Description of implementation:

PA Business Academy consists of two major activities: first the formation of the work group and second the workshop activity – to verify the proposals for working with talented children.

1) Formation of the work group

In pursuance of the mentioned activity, the PA work group will be formed. The work group will comprise representatives of Ústí Region and partner associations who will currently and – above all – in future be addressing the issue of working with talented children in Ústí Region.

During phase 1 members of the work group will discuss and propose the procedure of implementation of the pilot project for working with talented children in the fields of chemistry and biology. They will create the program and structure of the verification workshop; next they will evaluate the course thereof and, depending on the acquired experience, they will develop the methodology of the pilot project for working with talented children.

2) Workshop to verify the proposals for working with talented children.

As part of the activity, the workshop will be used to verify the proposals for working with talented children; the workshop will be output No. 1 of the work group's activity. The workshop will be appropriate for talented children between the age of 10 to 14 that do well in the fields of chemistry and biology.

In pursuance of the workshop, experts will comment on children participating in the workshop. Moreover, a guidance centre for Pedagogy & Psychology will be consulted, as will be tested variety and forms of education and a one-to-one work with children in the fields of chemistry and biology.

Apart from representatives from Ústí Region and PA partners, there will be 20 talented children and parents participating in the workshop.

The workshop is supposed to last one day, which will be some day in April 2012.

Main outcomes:

Despite the current state of Pilot Action problem solution, attainment of the following outcomes may be assumed:

An expert discussion will be kicked off on the issue of providing support for talented children in Ústí Region with any and all groups and experts involved.

A methodology will be developed for working with talented children living in Ústí Region and proposed procedures were verified in the course of a workshop.

In this way, favourable conditions will be created for a possible future materialization of the pilot project to work with talented children. These new created conditions for implementation of the pilot action are to lay the foundations for further businesses in the Usti Region and thus prevent migration of young people from the region.

4.4.4. PP7 - Gifted Pupils in Musical Field

External expertise: -

Time frame: -

Overview of the initiative:

In our Business Academy Pilot Action, called “Gifted Pupils in Musical Field”, three schools and one musical conservatory as a university level of education were involved. Many public and private schools in our region were available for developing this pilot action, however, in order to achieve our aims it was decided to limit the number to four institutions with which it was appropriate to develop the Business Academy. The selection was made according to the ability to work in a team and to deal with unusual situations. Most of the pupils and young gifted students participating in the activities of around 40 units were from primary level of education, which means, they were very young.

Objectives and target groups:

- Schools/gifted pupils
- Universities

Description of implementation:

Each school selected a team of teachers, coordinated by a responsible teacher or directly by the chief executive. In the primary schools it was also possible to apply the model to the parents of the involved students while at the upper levels the students’ parents did not take part in the sessions. A particular path was established in the secondary school “Casorati” in Novara, where the whole attention was focused on one single student, who was especially gifted and considered a sort of ‘genius’ in the musical field but who had severe problems in other subjects. Generally, the age of students involved in our Business Academy ranged between 8 and 25 – they were chosen during their activities, classes and test sessions taking into account their age and level of education.

Main outcomes:

At the end of the period for each school to develop this Pilot action, foreseen within May 2012, all students involved in the “Gifted Pupils in Musical Field” will have the opportunity to present the results of their work in public. Furthermore, they are watched by important people from the field of music and this will help them to find their way and better opportunities.

4.4.5. PP10 - Business Academy / Diamond Workshop

External Expertise:

- University of Wrocław
- Wrocław University of Technology



Time frame: November 2011 - May 2012

Overview of the initiative:

Diamond Workshop/Business Academy is a Pilot Action focusing on support for intellectually gifted pupils of higher educational school grades. The pilot action aims to improve the existing approaches (FIE experience within Diamond Workshop project) and to test them in the regions (preparation for establishment of a BA in every region).

According to regional and national research, graduates qualified in exact and natural sciences are the most required in Lower Silesian and the national labor market.

PA Business Academy consists of:

holistic approach to specially gifted pupils (focusing on exact and natural sciences);
involving school and university teachers, parents and pupils in educational processes;
involving educational centers, universities, schools, the public, nongovernmental and business stakeholders in networking in the labor market.

Objectives and target groups:

Objectives:

- to raise awareness among higher grades pupils of labor market possibilities connected with education in exact and natural sciences (through meetings with careers officers and representatives of regional businesses)
- to increase pupils' motivation for an education in exact and natural sciences (through pilot testing of three innovative, supporting programs designed for specially gifted pupils)

Target groups/Final beneficiaries:

20 students from secondary schools gifted in exact and natural sciences who will take part in testing of new methodology

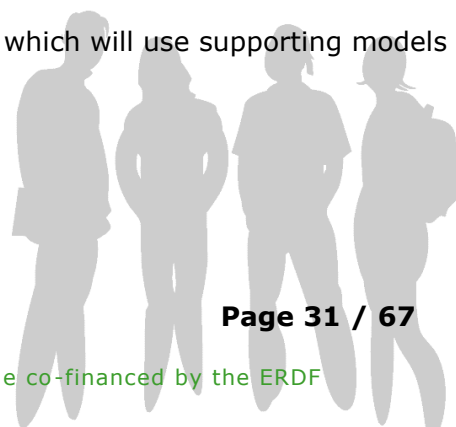
Between 10 to 17 teachers implementing PA Business Academy

Between 10 to 17 parents implementing PA Business Academy

Students from other YURA regions taking part in PA Business Academy

Indirect beneficiaries:

Students from secondary schools in all YURA partner regions, which will use supporting models for specially gifted pupils, newly-prepared within the PA.



Description of implementation:

Learning in sessions - Wrocław (and other regional YURA centres):

- Two five-day-long sessions for every given subject (in 2011 and at the turn of 2011 and 2012).
- Implementation: selected subject teams (special needs for pupils outside the regional centers: accommodation, board, additional night care)

Consists of:

I mathematic: 2 sessions x 5 days x 10 students (ca. 40 didactic hrs + 6 hrs psychological activities)

II chemistry: 2 sessions x 5 days x 10 students (ca. 40 didactic hrs + 6 hrs psychological activities)

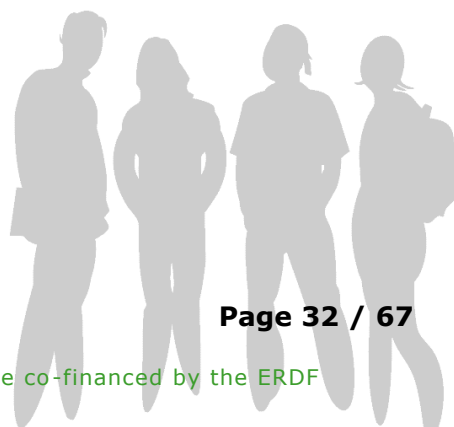
III biology: 2 sessions x 5 days x 10 students (ca. 40 didactic hrs + 6 ha psychological activities)

Place: partly classrooms, partly university lecture halls and university laboratories

e-learning – by leading teachers between sessions (via Skype at the agreed appointed time and e-mail)

Main outcomes:

The main output was the higher qualification of the participating young people in the field of exact natural sciences. Additionally awareness rising for parents, teachers and pupils has been done.



5. Future Laboratory

5.1. Participating partners

- **Pilot action coordinator: Ústí Region**

Contact person: Lucie Kuželová

- **Isw Institute for Structural Policy and Economic Development**

Contact person: Sylvia Lietz, Bernhard Nieher

- **Regional Management South-West Styria**

Contact person: Birgit Haring

- **Province of Novara**

Contact person: Valerio Capolli

- **Association for Student and Civil Society in the country of Hajdú-Bihar**

Contact person: Imre Enyedi

- **Foundation of International Education**

Contact person: Agnieszka Grędysa

5.2. Aims of the pilot action

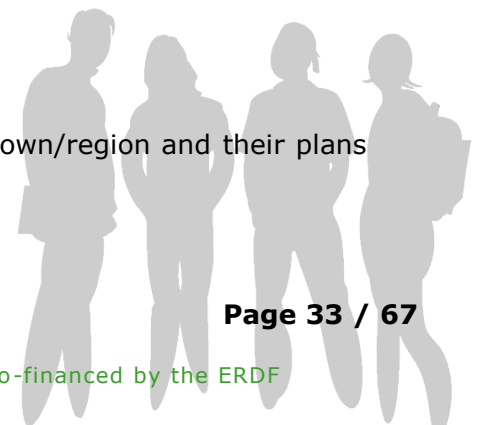
Future Laboratory Pilot Action (PA) is aimed at the creation and verification of instruments for boosting young people's sense of belonging to the town and region in which they live and study. This was accomplished through pilot workshops held by organizations that have been working with young people on a long-term basis (ideally three workshops by each of the PA partners). At these workshops, selected groups of young people are asked to identify and discuss issues referring to their town/region. They would try to find positive aspects about their place of residence and reasons to stay there. Last but not least, the young people were provided with feedback. In what way? The list of major problems was handed over to the representatives of the respective town and then a discussion followed. In that way, initiation of activities - in towns concerned - led to the elimination of selected problems that become solvable on a regional level.

Major problems of engaged partners, related to the orientation of PA:

- Large-scale migration of population, i.e. of largely young people from rural areas moving to big towns due to a low number of job and professional development opportunities.
- Long-term trend of population ageing in all regions.
- Conviction that the quality of life in rural areas is lower than in towns.
- Not much sense of belonging to the respective town/region, which is due to the inability to intervene in developments on site.

The PA includes activities as follows:

- Lead-in information on how young people perceive their town/region and their plans for their future.



- Interactive workshops (ideally three in case of a PA partner) run by organizations working with young people on a long-term basis, involvement of circa 40 young people per workshop.
- Evaluation and handover of outputs to representatives of the towns, feedback and initiation of activities leading either to a continuation of selected FL activities or to an elimination of some identified problems.

The pilot action provides an instrument, which enables the active involvement of a specific group of young people in a specific town/region in order to a) identify problems on site and b) to subsequently propose solutions to these core problems. Part of the pilot activity (PA) was furthermore the submission of the mentioned outputs to local political representatives as a form of feedback for the young people. Through the implementation of PA, a method has been created and verified, which makes it possible to strengthen the connections of young people to the towns and regions where they live.

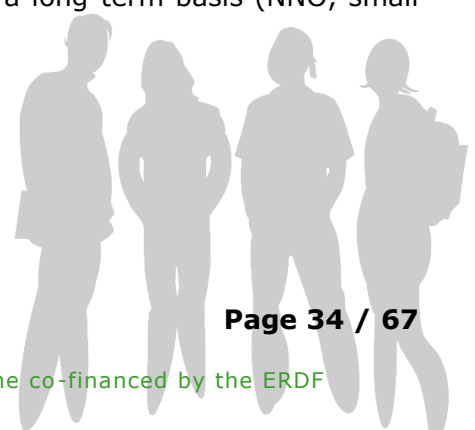
Future Laboratory contributes to the development of a general strategic plan of the YURA project, which intends to tackle the migration of young people. The contribution is divided into two parts: First, the PA implementation form as such constitutes a verified instrument for boosting links of young people to their town and region. Thus, it may be utilized as a suitable tool for the implementation of measures concerning the common strategic plan of the YURA project. Second, the acquired list of problems, as identified by young people at Future Laboratory workshops and as evaluated in terms of their significance for leaving the region, may be used. The problems evaluated in this way may be used when processing the analytical and propositional parts of the strategic plan – as background material for identification of the list of measures.

Joint objectives:

- Determination and verification of methods and instruments for the identification of scenarios and strategies, which are needed to make living conditions in rural and migration-stricken regions more attractive
- establishing a platform that will improve the quality of work and family life and reduce migration in the aforementioned Ústí Region – through initiation and verification of the said methods.
- Supporting activities of partners and regions, which are engaged in tackling the problem of migration of young people.

Target groups:

- Young people between 13 to 25 who might leave the region;
- Organizations that are working with young people on a long-term basis (NNO, small and medium-sized businesses, schools, etc.)
- towns where organizations engaged in PA are located;
- Regions of partners engaged in PA.



5.3. Methodology

The core structure created by the Ústí Region authority comprised three main activities: the activity of acquisition of input information, the activity of interactive workshop, and the activity of outcomes evaluation and handover.

1) Acquisition of input information

First of all, three organizations fit for the FL realization were selected to evenly cover the entire region. In the forthcoming phase, the acquisition of input information of young, engaged people took place in form of a questionnaire in each of the organizations. The aim here was to collect – prior to the workshop – basic data about young people's perception of their region/town and their assumptions concerning their future in this place.

2) Interactive workshop

As part of the activity, an interactive workshop was arranged with a selected group of young people engaging in each of the three organizations. The workshops were conducted in line with an analogous facilitation plan. For each workshop, 40 young people were involved, i.e. there were a total of 120 young people in one partnership region.

The workshop consisted of two parts. In Phase I, young people were briefly introduced to the PA and YURA projects and then divided into smaller groups. The purpose was to boost the activity of young people during the workshop. In the groups, the first brainstorming aimed at the identification of strengths and weaknesses in five thematic areas: transportation, education, culture and pastime, living environment and the social domain. Next, representatives of each group presented and discussed problems, which occur in the respective areas. In the end, each member of the group determined the most significant field, which in that case would be the reason to leave the region.

In Phase II of the workshop, the young people again worked in small groups (consisting of 5 to 6 members each), which were newly formed according to the people's decisions and results of phase I. In the groups, definitions of problems within the set topic were discussed in great detail. Afterwards, the significance of respective problems that influenced their decision to stay or leave the region was determined in a playful way. Moreover, possible scenarios were worked out to find a solution to the five main problems, i.e. major arguments in favour of and against leaving a town/region. Even this part of the workshop was capped with presentations about major problems and solutions proposed in individual areas.

The representatives of local authorities were supposed to get involved in the activity as well as NNO, SME, and other representatives of organizations that work with young people.

3) Evaluation and handover of outcomes

The entire Future laboratory pilot activity was topped with a uniform output of the results of all work groups at an organization, which contained a selection of the most significant problems that should be tackled on a local level. The output was submitted to the municipality representative as background material in order to initiate activities that attempt to find solutions to some of the identified problems. One part of the handover was a

discussion with municipality representatives, which provided the young people with some feedback.

By each of the partners, the general FL structure was individually adjusted on the basis of his/her own experience, opportunities and/or specific conditions within the given region.

5.4. Regional Pilot actions

5.4.1. PP3 – Pilotaktion Zukuntslabor

External Expertise: MTQ

Time frame: December 2011 – February 2012

Overview of the initiative:

The pilot action "Future Laboratory Burgenlandkreis" was implemented in three different workshop, where young people and regional stakeholders gathered together on the 10th and 11th. The workshops were held between October to December 2011 in Naumburg, Weißenfels and Elsteraue/Reuden. The overall aim of these workshops was to give every participant the opportunity to discuss regional weaknesses and strengths as well as to think about these aspects and to develop possible solutions in a common way. Therefore the basic idea was to unite pupils and regional stakeholders in thematic working groups (Education and Culture, Infrastructure and Mobility, Sports and Leisure, Living Environment, Communal Politics) and give them the possibility to exchange their thoughts and jointly develop future solutions on an equal level. This should initiate a close cooperation to actively counteract the already ongoing process of social and demographic change. Against this background the "Future Laboratories Burgenlandkreis" created a platform to become acquainted with each other and the thematic in order to work for a region in which both young and old people can live together according to their wishes and needs.

Thanks to several press articles during the implantation phase of the pilot action "Future Laboratory Burgenlandkreis" through which the project was circularized in the region and became the subject of discussions with mainly encouraging and positive feedback. A further positive result is that the "District administration" confirmed to continue this model in the future.

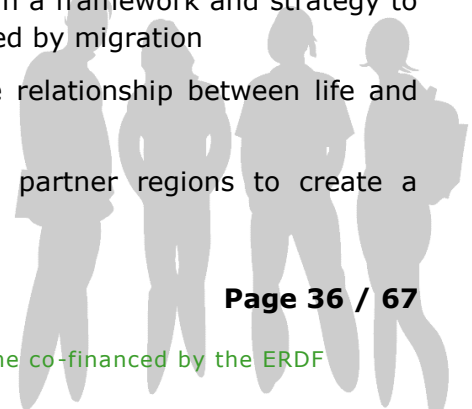
Objectives and target groups:

Objectives followed by the pilot action "Future Laboratory" are:

To test and verify methods / instruments to create and design a framework and strategy to increase the quality and attractiveness of rural regions affected by migration

To establish a scientifically proven platform to increase the relationship between life and work and thus reduces the regional migration problem

To compare the collected results and expertise from the partner regions to create a universal transferable "Future-Laboratory-Method".



Thus, the basis is laid together with stakeholders by identifying the problems by the affected groups (young people) and by the proposals of solutions transferred to regional decision makers. After the implementation of the pilot action "Future Laboratory" there consequently follows a "bottom-up-approach".

The target group consists of the following actors:

- young people who might leave the said region after graduating from school,
- organisations which are working together with young people on a long-term basis,
- small and medium entrepreneurs (SME)
- local / regional authorities

Description of implementation:

The initial point of the implementation phase of the pilot action "Future Laboratory Burgenlandkreis" was set by the methodical framework designed by the partner region Usti. After an intensive examination of the given framework and several complemented pieces of methodical research of the method "Future Laboratory" on the basis of publications by the authors Robert Jungk, Rüdiger Lutz and Norbert R. Müllert, a concept for the successful implementation in the region Burgenlandkreis could be designed. The thematic framework, which was determined by the partner region Usti, had been carefully respected and adapted to the specific regional circumstances. At this point it is necessary to mention that the timeline for the implementation of every workshop needed to be adjusted according to the regional possibilities.

During the kick-off meeting with all involved group-moderators at the district administration Burgenlandkreis (Office of Economic Affairs) the designed methodology was presented and specified. During this meeting it was decided by all involved partners that each workshop should not last longer than five hours and is to be held at one single day per venue. This decision was caused by the fact that the participation of regional stakeholders is optional and their time to get involved into the project is limited due to their business activities. Furthermore, this decision was based on the second fact that the school curriculum should not be limited too much by the planned workshops.

Due to vital and excellent cooperation with the Office of Economic Affairs Burgenlandkreis and their contact to the School Administration Office and regional schools, adequate places for implementation could be found quickly and without problems.

These really good contacts were very beneficial for the whole project and helped to find suitable regional enterprises and stakeholders during the acquisition phase. At this point it was very important that all involved enterprises and stakeholders became familiar with the thematic background of the project in order to guarantee the successful implementation of every workshop.

During the acquisition phase every regional stakeholder was informed about approach and intention of the YURA project and the pilot actions. The involved pupils were informed and sensitized separately during a short information workshop at each school.

A few days before the “Future Laboratory” started, all participants additionally received an invitation. Furthermore every workshop was supported by an active presswork.

Main outcomes:

The following part will sum up the results from all three realized “Future Laboratories” in the region Burgenlandkreis in a short way. Therefore, it was decided to describe each workshop separately because this seemed to be the best way to describe a precise picture of the implementation and the achieved results. First, there will be provided a brief description on how the workshops were implemented. This seems to be important, because the original methodology designed by the partner region Usti could not be completely adapted to the region Burgenlandkreis.

Due to the settlement structure and the related structure of the school network in the region Burgenlandkreis, the three “Future Laboratories” could not be implemented in two towns with a population up to 10.000 inhabitants respectively in a town with 10.000 to 20.000 inhabitants like it was foreseen. Instead, the “Future Laboratories” were implemented in the city of Weißenfels (approx. 41.000 inhabitants), the city of Naumburg (approx. 34.000 inhabitants) and in municipality Elsteraue/Reuden (approx. 1000 inhabitants). It was decided to choose this way in order to reach the requested amount of 120 pupils involved into the pilot action. Otherwise it would not have been possible to achieve the requested number.

However, by realigning the locations of implementation of the “Future Laboratories” the given number of 120 pupils could not be fully achieved. Overall, 75 pupils at the age between 15 – 17 years participated in all workshops in the region Burgenlandkreis. Most of them attended the graduating classes 10 (Naumburg, Elsteraue/Reuden). Since the school in Weißenfels is a Gymnasium, pupils involved in the implementation of the “Future Laboratory” were from the 10th and 11th grade.

The participation of older/younger classes was no issue, because it was thought that a too big age difference in age could lead to (thematic) conflicts between the involved pupils in the working groups. According to teachers and/or pedagogical workers, conflicts – wherever they come from – need to be treated either superficially or clarified immediately.

Since the instrument “Future Laboratory” is an educational method it was decided not to invite younger/older pupils to the workshop because of the very limited time available for the implementation of every workshop. Probable problems, which might negatively influence the group dynamic, could cause the whole workshop to fail. An equal representation of participating male and female pupils was ensured.

After an extensive search and acquisition of regional stakeholders, institutions, organizations and companies, which declared themselves as active participants in the implementation of the “Future Laboratories”, it soon became clear that a period of more than five hours for each workshop was unrealistic. The reason for this was that all involved stakeholders would participate in the workshop during their working hours, which means that they would lose more than half a day. According to the majority of involved stakeholders, a loss of more than five working hours could hardly be compensated.

Moreover, all participating stakeholders are employees with a leadership or management responsibility in the various institutions. Furthermore, all types of schools in Saxony-Anhalt

need to refer to stick to their curriculum for the respective grades and there is only a very limited scope for additional events such as the “Future Laboratory”.

Regional partners engaged in the Reuden-Workshop:

Name of regional partner	type of organisation
PVG Personenverkehrsgesellschaft mbH	private company
Kreisverwaltung Burgenlandkreis Wirtschaftsamt	local administration
Kreissportbund Burgenlandkreis	association
Gemeinderat Elsteraue	local administration
Gemeinde Elsteraue	local administration

Regional partners engaged in the Naumburg-Workshop:

Name of regional partner	type of organisation
Kreisverwaltung Burgenlandkreis	local administration
Kreismusikschule Außenstelle Naumburg	public institution
isw Institut gGmbH	non university research institut
CJD Koordinierungsstelle	association
PVG Personenverkehrsgesellschaft mbH	private company
Stadtverwaltung Naumburg	local administration
Stadtjugendpfleger	public institution
Stadtjugendring	association
Jugendhaus Naumburg	public institution
Kinder- und Jugendtreff e.V.	association
IHK BIZ	association
IB Bildungszentrum	association
Kreissportbund Burgenland e.V.	association
Naumburger Bürgerverein e.V.	association

Regional partners engaged in the Weißenfels-Workshop:

Name of regional partner	type of organisation
Landrat Burgenlandkreis	local administration
PVG Personenverkehrsgesellschaft mbH	private company
Stadtverwaltung Weißenfels	local administration
Kreisverwaltung Burgenlandkreis Wirtschaftsamt	local administration
Berufsbildende Schulen Burgenlandkreis	public institution
ETZ Projektmanagement	privat company
Europäisches Bildungswerk für Beruf und Bildung	privat non-profit company
Kinder- und Jugendhilfeverein e.V.	association
UHC Sparkasse Weißenfels e.V.	sport club
CJD Berufsbildungszentrum Weißenfels	association
WWW Wohnungsbau- und Verwaltung GmbH	private company
Schul- und Kulturamt Burgenlandkreis	local administration
RVG Regionalverkehrsgesellschaft mbH	private company
Berufsbildende Schulen Burgenlandkreis	public institution

5.4.2. PP4 – Zukunftslabor Südweststeiermark

External Expertise:

- beteiligung.st | die fachstelle für kinder-, jugend- und bürgerInnenbeteiligung
- Steirischer Dachverband der Offenen Jugendarbeit

Time frame: April 2011 – May 2012

Overview of the initiative:

This pilot action refers to social aspects influencing young people in their decision of whether to stay in the region or leave. After conducting questionnaires and evaluating them, experts arranged workshops on the central topics.

The PA takes place in 3 mayor steps. The first two steps are directly connected with the PA; the third step is mostly post-processing to ensure the sustainable use of the outputs.

Step 1: Survey (completed)

We carried out the questionnaires in several schools in the districts Leibnitz and Deutschlandsberg. In total, around 800 pupils and trainees were questioned. We also asked Stakeholder and municipalities to fill in questionnaires to analyse them for comparison.

Step 2: Workshops on special topics with young people in schools (focus groups) and creating a future scenario for regional development (Focus groups completed; Scenario almost completed)

Step 3: Dissemination and integration of outcomes in the new regional development

Strategy (started)

Objectives and target groups:

The PA did not intend to determine general indicators about what young people in Europe wish to have in their region (e.g. what leisure or traffic possibilities they need), however, we would be able to determine these indicators and maybe it will turn out that many of the indicators are identical in the regions. Moreover, throughout the PA, we discovered reasons for young people to stay in a region or move away. If we know the reasons for migration, we can take actions to tackle this problem and create strategies to make living spaces more attractive.

As a second approach, we think it is important to give young people the opportunity to participate in regional development processes, to get in touch with politicians and other stakeholders and that young people are listened to in their regions. This social impact could be one good reason for young people to stay.

In Styria, during the PA future laboratory, we had the possibility to work with young people and to ask them what they wish and need for a better life in their home region. The questionnaires and the workshops helped us and gave us ideas how to develop more attractive living spaces, clarification of the demands and offers in the region.

During the first step of the PA (survey) we tried to find possible reasons for young people to leave the region. Is there a difference between higher educated young people or even between school types? We also tried to find out whether young people feel comfortable in our region and how they feel about topics like mobility, information transfer, leisure possibilities and employment market ... In addition to that we asked adults and especially Stakeholder about their opinions concerning this topic. In a third survey we asked municipalities about special offers for youngsters (in leisure facilities, mobility, etc.).

Objectives:

To determine and verify methods and instruments applicable for defining scenarios and strategies for improving the conditions of life in rural regions and regions hit by migration;

To strengthen activities of the region as a way to combat the problem of migration of young people.

Target group:

Mainly young people aged between 14 and 19 years regional stakeholder (politicians, teachers, social partners, persons from employment market, etc.) and municipalities of the whole region (Southwest Styria)

Description of implementation:

May/September 2011: Development of the questionnaires for young people, Stakeholder and the quick-check for municipalities; clarification of the sample survey range; contacting the state education authority and all regional schools to clarify their willingness to participate (PTS, BORG, LFS, HTL, HAK, HLW).

September/October 2011: Survey on young people.

The survey was conducted in the districts Leibnitz and Deutschlandsberg among 800 young people from different schools, vocational trainings and of different ages (between 14 – 19 years). Young people from other districts were not included in the analysis.

October 2011: Stakeholder and municipalities survey

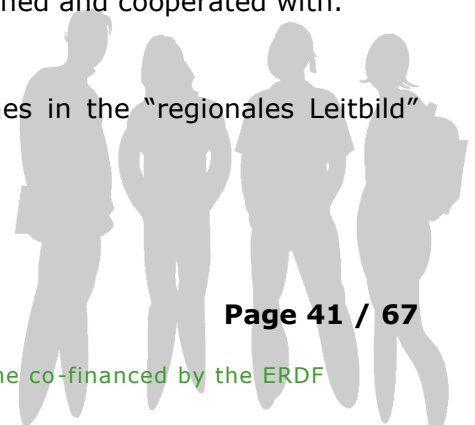
November 2011: Implementation of focus groups (workshops with young people: 10-20 persons each) in the following schools: PTS Deutschlandsberg (vocational training), FS Wies (School for Agriculture and Nutrition), Bulme Deutschlandsberg (School for business administration, mechanical engineering and techniques)

December 2011: Implementation of focus groups (workshops with young people) in the following schools and institutions: HAK Leibnitz, Youth centre Leibnitz, BORG Deutschlandsberg

In the course of the focus groups, 76 young people were reached and cooperated with.

March 2012/April 2012: Presentation of results

May 2012: Evaluation of the PA and integration of outcomes in the "regionales Leitbild" (regional development strategy).



Step 1: Survey

One of the most important steps was to create the questionnaires for the young people, the stakeholders and the municipalities. Afterwards, we tried to establish contact with the leaders of the schools, which was not easy. The challenge then was to arrange dates when school-classes can fill out the questionnaires. During the surveys a few problems came up. For example, some young people had problems in understanding the reason for filling out the questionnaire; others had problems in understanding the meaning of the questions. Basically, however, the questionnaires turned out well and we are glad that we achieved our goal to motivate such a great number of young people.

We also tried to involve as many stakeholders and employees as possible. To achieve this, we first sent them our questionnaire per e-mail and afterwards gave them a call.

With the quick-check questionnaires for municipalities – we determined the offers and infrastructure facilities for young people in the municipality. From a total of 88 municipalities in the region of South-West Styria- 56 (63.6%) have taken part in the elevation.

Through the surveys (regional Stakeholders and young people) and focus groups (young people), opinions, appraisals and statements from young people and adults concerning the issue "Migrate or stay?" were elevated.

37 regional Stakeholders and over 800 youngsters were asked to fill out the questionnaires (survey). The survey among young people was more important in the age group of the 9th grade (after this year a decision should be made –the last year of compulsory school attendance) and the graduation classes of higher educational schools (next important decision – further education or vocational training).

Step 2: Workshops with young people (Focus groups)

We started the workshops with focus groups. We were looking for schools with interested young people and "beteiligung.st" created workshops with them. We concentrated on main issues like emigration, claims and wishes, perfect region and more. In the meantime and after this all questionnaires were evaluated and the results were illustrated in diagrams and drawings. Moreover, the impressions and results of the workshops were explained in a final report.

Within the focus groups we worked with 76 youngsters between the age of 14 to 19. The major objectives of the focus group workshops were to find out about the young people's claims/demands regarding their region and to elaborate a future scenario with them and for them. This scenario will be presented and discussed in political bodies.

Implementation of the focus groups in the following school types and the youth centre Leibnitz: AHS, BHS, PTS, FS und Jugendzentrum

Step 3: Dissemination and integration of outcomes in the new regional development strategy (started)



Main outcomes:

Important issues for young people: career opportunities, leisure opportunities and mobility.

Most of the young people questioned feel rather comfortable in their home region. However, as far as employment opportunities are concerned, young people generally think that there are not enough jobs, which is the reason why they have to leave their region. In other words, young people do not rate their chances to find a job in their region very highly. The answers concerning this differ depending on sex and education.

5.4.3. PP6 – Future Laboratory

External Expertise: SPF Group v.o.s.

Time frame: April 2011 – February 2012

Overview of the initiative:

The Future Laboratory pilot activity (hereinafter called "PA") focuses on the creation and verification of instruments, which increase the attachment of young people to their town and region where they live and study. The activity was carried out in the course of three pilot workshops that took place in selected secondary schools within the Ústí Region. In the workshops, selected groups of pupils identified and discussed issues relating to their town/region. They also evaluated the attraction why they wish to stay in their home region and were eager to come up with some kind of solution. Last but not least, feedback was provided for pupils. In what way? A list of key issues was handed over to the representatives (i.e. the Mayor or Vice-Mayor) of the respective municipalities and then discussed. In that way, activities that will lead to solutions to proposed problems on regional/local level can be encouraged in the mentioned towns/regions.

The PA comprises activities as follows:

Collection of lead-in information (from pupils) about their perceptions and assumptions concerning their town/region and their future.

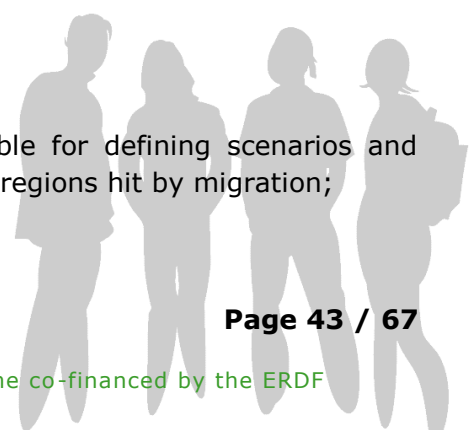
Interactive workshops in three secondary schools situated in Ústí Region with a participation of 40 pupils per workshop.

Evaluation of results, handover to municipality representatives, obtaining feedback and initiation of activities leading to the elimination of some of the problems.

Objectives and target groups:

Objectives:

To determine and verify methods and instruments applicable for defining scenarios and strategies for improving living conditions in rural regions and regions hit by migration;



To set up a platform that will, through initiation and verification of aforementioned methods, contribute to the improvement of work and family life and consequently reduce migration in Ústí Region;

To strengthen activities in Ústí Region, which manage to counteract the migration of young people.

Target groups:

Pupils of secondary schools who might leave the region;

Secondary schools;

Towns, in which secondary schools are located; Ústí Region.

Description of implementation:

April 2011 – Introduction and discussion of/on PA methodology at the kick-off workshop held with engaged partners.

June 2011 – Completion and presentation of the PA methodology for the partners engaged and launch of run-up to implementation proper in Ústí Region.

16 November 2011 – Workshop run with selected pupils at SOŠ¹⁰ and SOU¹¹ Podbořany.

1 December 2011 – Workshop run with selected pupils from Česká Kamenice Secondary/Comprehensive School.

19 December 2011 – Workshop run with selected pupils at Podřipské SOŠ and SOU in Roudnice nad Labem.

February 2012 – three separate get-togethers of Secondary School pupils and municipality representatives, associated with a handover of outputs obtained from workshops, receipt of feedback and initiation of activities leading to the elimination of some of the problems.

PA Future Laboratory consists of three major activities: Gaining input information, interactive Workshop and evaluation and submission of outputs.

1) Obtaining input information

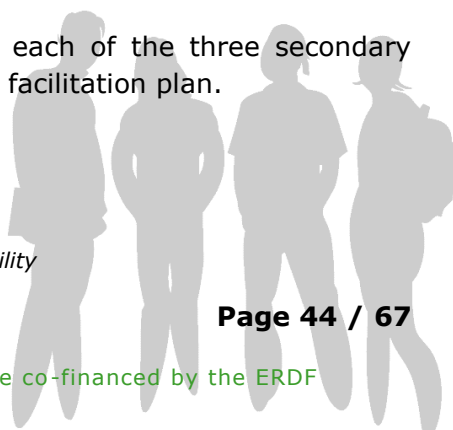
First of all, a suitable secondary school, compliant with aforementioned parameters, was selected. In a further stage, the process of obtaining input information from pupils took place in the given secondary school, namely in the form of a questionnaire. The aim was to acquire – prior to the materialization of the workshop proper – basic information on how pupils perceive their town/region and what their perceptions about the future are.

2) The interactive workshop

An interactive workshop with selected pupils took place on each of the three secondary schools. Workshops proceeded in compliance with an identical facilitation plan.

¹⁰ i.e. Secondary Vocational School

¹¹ i.e. Vocational Educational Establishment or Apprenticeship Training Facility



The workshop consisted of two phases. In phase I, following a brief introduction of the PA and the YURA project, pupils were divided into smaller groups. The reason for that was to ensure that the students are more active during the workshop.

In these groups, the first brainstorming aimed at defining problems and strong points of the 5 pre-set thematic domains: transportation, education, culture and leisure, living environment and social domain. Next, representatives of each group presented and discussed problems in the respective areas. To conclude with, each student decided which of the domains was most significant and which would - in his/her eyes - present a reason for leaving the region.

In Phase II of the workshop, students again worked in small groups of 5 to 6, which were newly formed according to their decisions made at the end of Phase I. In these groups, they defined an in-depth definition of possible solution scenarios. This workshop phase was again concluded with a mutual presentation of major concerns and solutions proposed for the relevant thematic domains.

The participants of the workshops were representatives of Ústí Region Administration of SPF Group v.o.s. and of Agory Central Europe.

The workshops lasted approximately 3 hours and took place in the months of November and December 2011.

3) Evaluation and submission of outputs

The entire Future laboratory pilot activity will be finished with the creation of a uniform output from the work of all work groups performing at a given school. It will comprise a selection of critical problems that can be resolved on local level. The said output will be – by selected students of certain schools – handed over to the municipality representatives as a background material to initiate activities aimed at finding solutions to some of the defined problems. As part of the handover, a discussion will take place with municipality representatives through which pupils will be provided with some kind of feedback.

Main outcomes:

A conclusion that can be drawn from the workshops is that young people consider problems of macro-economic character the worst and most annoying problems in the region. Such problems can hardly be tackled by the local and/or regional autonomy. They refer to unemployment, low wage scale, social benefits and immigration policy and cannot simply be solved through projects or similar activities.

The concerns about the quality of life are similar. However, they are largely based on certain trends of a life model, either a city-style or a consumer way of life. This, however, is something a rural region can never offer to young people. The question arises whether it is feasible to work with young people in a way that brings about a change of their value ladder and of the image of a life acquired from movie screens.

Basically, all major problems are referring to society, apart from economic issues and issues concerning the living standard. The most striking problem is the dissatisfaction with the ever-increasing amount of maladjusted citizen, members of nationality minorities and immigrants.

The problem that young people who stay in their region feel jeopardized is intensively perceived. The poor image of the region created - among others - by the amount of

maladjusted citizens, has an impact upon the self-esteem of young people, and disturbs the appurtenance thereof with their place of residence, region. It must also be noted that parts of the attitude of most young people do not stem from their personal experience, but rather correspond to certain clichés and generally known opinions; however, they are deeply rooted and generate a certain norm/standard in the company. It has become common to blame certain groups of residents and ethnic minorities for all and any emerging problems in the region, without there being an effort to more closely analyse respective problems, or – quite the other way round – to provide a deeper de-keying of materialized measures, or an analysis of the causes and implications thereof. This clearly demonstrates that young people, for instance, do not distinguish between socially maladjusted individuals, ethnic group members and/or migrants. It is commonly known that there is a lot of controversy surrounding this issue: While, on the one hand, the state is supposed to provide social welfare, on the other hand, a social system that is too generous is criticized. Some measures are even titled as positive discrimination of ethnic minorities (i.e. Romans above everybody else)

5.4.4. PP7 - WEBSITE OF THE SCHOLAR ORIENTATION

External Expertise: -

Time frame: April 2011 – December 2012

Overview of the initiative:

In the framework of the YURA project, the Province of Novara decided to develop the Pilot Actions taking care of the results of the initial SWOT analysis. It showed that migration is no result of the problems of a rural region, but happens due to the preference of young graduated people who are looking for better job and career opportunities in other places, bigger and close to Novara (first of all in Milan).

Therefore, the idea of a “future laboratory”, involving young people of the region in the process of planning a solution to support those who want to stay in their region, was converted into a sort of web-based ‘think tank’ focused on the scholar orientation. In fact, we considered this item a very strategic element, able to lead young people in the crucial age, where important choices for the future are made (13-22 years old), towards a right scholar or training pathway.

There are two reasons why the initiative was launched: First, information about currently existing possibilities in the region is missing and second, it is necessary to involve young people. This works best with a friendly medium, which is clearly the internet as it is the medium most accepted by young people. The reason why of it must be found on one side in a possible lack of information about the opportunities already existing within our region, and on the other side in the need of involving the youngsters with a friendly media, and nothing like internet is nowadays appreciated by the youngsters of that age.

The aim of the website of the scholar orientation is to help young people of the region to find their way in the territory of origin, contributing to improving the same website with

questions and new matters of discussion in the 'forum' section, open to all of who wish to participate.

Objectives and target groups:

The implementation of this pilot action should formerly give an answer to the following question: how can we support young people of our region to find a job in the same region when they are at the right age? The answer given by the pilot action lies in the great importance assigned to a clever choice of the scholar pathway that is to say to the orientation activities.

The target group of this intervention is necessarily taken back to the age of 13 to 22, in this way trying to give the very young students an orientation and help those who failed their first choice and consequently are in the need of another chance – always in order to get a job according to their competences and to the existing offers in their home region.

Description of implementation:

April 2011: Pilot Action workshop in Usti and Labem. In this meeting, we started the discussion concerning the partial diversity of the Province of Novara from some other PP regions, taking us to the idea of a different way to implement the Pilot Action.

June-July 2011: informal and formal meetings of the regional YURA Stakeholders, useful to focus on the scholar orientation as a strategic element to improve the initial situation as it was stated in the SWOT analysis. Decision making to develop an internet site of the scholar orientation as the appropriate way to implement the Pilot Action.

August 2011: Last step of public announcements for an extern expert who is responsible for the technical planning and the content of the website.

October 2011: starting of the periodical and informal contacts with the external expert, the regional secondary schools and the regional Stakeholders to get a general overview of the work to be done.

November 2011: involvement of the young regional Stakeholders to receive their suggestions about the best way to implement the upcoming website.

December 2011: Pilot Actions' general meeting in Leibnitz (Styria). Presentation of the first pages of the up-coming website of the scholar orientation to all the YURA delegates.

The website of the scholar orientation plays an action concerning the relevant and specific characteristics of all the secondary schools, training institutions, University courses available in the Province of Novara and in the neighbour Piedmont towns hosting other courses of the same University. Besides, it develops the theoretical pathways allowed in function of the chosen secondary school. A very important aspect of this website is the direct link to the main regional Stakeholders, who ensure their support for the continuous updating of the website, for providing data and information about their own activities and definitions and also for the important matter of the apprenticeships. As an operating methodology, all of them and all the involved actors of the scholar and training system will receive the passwords to enter the administration of the website and to insert any news they consider interesting for the target group of young people.

Another important interactive section website is the 'forum', created for young people participate in debates and start new discussions. With the objective to stimulate the participation in website activities, we are planning to give students the right to function as the moderator of a forum.

Main outcomes:

The initiative chosen takes some time after the implementation before results can be measured. So far we can say that numerous young people have evaluated the structure of the website in a rather positive way. They think that the design is friendly and the contents are very interesting. After some time, the website will give us the actual numbers of visitors on every single page of the website. This will help us to adapt the single pages according to the degree of importance and interest, which makes the instrument rather flexible.

5.4.5. PP8 - "Esélyek és lehetőségek lakhelyemen" Future Laboratory in the region of North-Great Plain**External Expertise:**

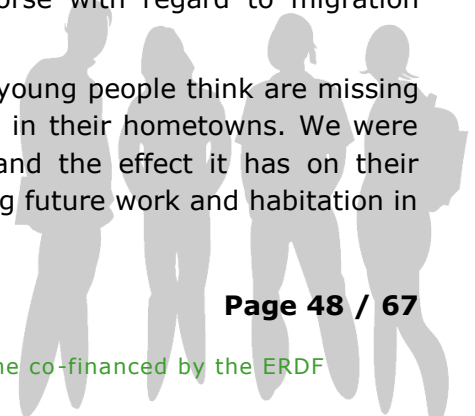
- Millennium Cultural Association (Évezred Kulturális Egyesület)

Time frame: -**Overview of the initiative:**

The aim of the project was to find out about the opinions of high school students on their local and regional twits, as well as about their ideas where they are going to live and what occupation they are planning to have. The main aim of the community project is to prevent further migration and to make the lives of staying young people easier and more enjoyable.

We have involved students of vocational schools in the Future Laboratory program as well as some young people we have been working with before in various projects such as a democracy training program. The majority of the participants are members and voluntary assistants of student councils. The opinion of young people in Szolnok was quite clear. A definitive result of the youth research became visible during the workshops, a research that was conducted by the municipality of the city in 2005. More than 50% of young people of Szolnok are planning to leave the town or even the region where they live. The main driving force for this decision is the lack of future subsistence possibilities and public services in the town and region. In connection to the YURA project we were curious about whether these tendencies have changed in the past six years – concerning the city of Szolnok – and whether anything has changed to the better or to the worse with regard to migration tendencies and the appreciation of civil life.

Similar to that survey, we have tried to discover things that young people think are missing and things that make members of the same age group stay in their hometowns. We were also curious about the regional identity of young people and the effect it has on their mobility. We were also examining their expectations regarding future work and habitation in relation to the aspects mentioned above.



The findings of the survey correspond to a great extent to the results of the youth research mentioned before, that is, the young people's urge to migrate has not decreased but rather increased, because they still cannot find suitable perspectives and occupations in the region. It was striking to note that besides the lack of public spaces and events, the issue of security was of greatest importance. The security of subsistence, environment and a suitable settlement with proper, high standard services for starting a family in the future were all prioritized. The most important expectation regarding occupation was continuity (security) as opposed to high salary. The participants could not offer any solutions to the problems and issues outlined in the project, since they feel that they have no control over the situation. All the questions about the quality of public services are – according to them – material questions, which they have no control over.

The determinative index of a region is the quality of career possibilities and the quality of subsistence it offers to its residents. Regarding this, the opinions of the participants were clear. The most valuable features the region offers clearly relate to ties of friendship and family and values of nature.

During the project, titled "Esélyek és lehetőségek lakhelyemen" (Possibilities and Opportunities in My Hometown) and conducted by a partner organization in Debrecen, two groups of 10th grade high school students were formed; one group consisted of 17 students, the other consisted of 18 students. Separate training sessions were carried out with them, each consisting of 5 sessions. The main goal was to develop a conscious lifestyle and form of responsible decision making through improving their personalities in order to decrease the outward migration of young people.

During the 5 sessions several issues were addressed: group order, communication, self-recognition, conflict management, stress management, habitation, education, career orientation, and employment, the realization of life-career, family and entertainment culture. Through several self-experience activities, by which the students were able to reach their set goals, they learned about the importance of these issues and the role they play in their own lives. This project was a success.

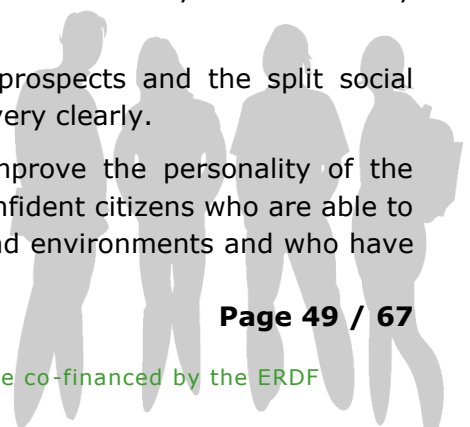
Objectives and target groups:

Target group of the project: high school students of the 9th and 10th grade, boys and girls mixed. The survey was done with a control group, students majoring in social working and youth workers. The details of the results will be described in section 9. We have found almost identical tendencies among students of higher education; the only difference was the more refined use of language in describing problems and expectations.

One thing that only partially harmonized with the original assumption is that young people have no regional identity beyond the boundaries of their given home location. It was surprising to see the extent to which young people are unfamiliar with regional organization and administration structures. Even relating to the county itself is a far cry from what they have, not to mention being able to relate to the whole region.

This is absolutely in harmony with the lack of subsistent prospects and the split social structure as well. Their demand for security reflects this fact very clearly.

The secondary objective of the project is to shape and improve the personality of the participating young people in a way that they become self-confident citizens who are able to think democratically, who are willing to improve their lives and environments and who have



self-realizing, balanced and proper lifestyles. With these qualifications and newly gained knowledge, young people will more probably succeed in job-interviews and in further courses of education.

Description of implementation:

June 2011: 3rd Regional Stakeholder meeting on 28th June 2011. Debrecen, Hungary.

The stakeholder meeting was a great platform to inform the partners and the regional actor about the process of the YURA Project. We informed the stakeholders about the pilot action and selected specific partners with whom we started the implementation on a regional level. We were able to find possible partners from the region.

July 2011: Regional Stakeholder Meeting and Dissemination, round table discussion and 'Future Laboratory' Open Forum on 22nd July 2011. Debrecen, Hungary.

The second part of the forum was an informal discussion and open forum for the civil NGO's and youth participants. During the forum we informed the audience about further tasks and the further process of the Future Laboratory pilot actions.

August-September 2011: selection process, finding possible partner organisations.

September 2011: the selected partner organizations developed their own methods for the pilot actions. During the partner meetings we were discussing the main aims of the pilot action, the methodology of the FL pilot and the implementation and evaluation of the (sub-) pilot actions.

September-, October-December 2011: implementing the pilot action, implementing the sub pilot methods, filling out the questionnaires, processing the questionnaires, preparing a final report about the pilots.

January 2012: summarizing the pilot actions, finishing the contact meetings, preparing the final documentation for reporting.

During the realization of the project we approached NGOs, high schools and students' hostels where we could realize our plans for the five training sessions. Due to the tight schedules and programs of young people, it was hard to recruit members and find dates for the training. The preoccupation of team members and the difficulties in finding a date acceptable for everybody posed a further challenge in creating the group.

Therefore we decided to hold one of the teams' sessions during school time in the course of the school education. The Medgyessy Ferenc high school kindly supported us in realizing this idea, where we were able to launch two groups and start the training course consisting of 2 times five sessions.

The project cultivates the mentor-type activity in which the competences of the mentored community or organization can improve and the members formulate new, innovative common and individual goals that help the development of the individual's abilities, through which it is strengthening the self-supporting power of the whole town.

The mentoring organization is also improving the process since the questions and problems that arise contribute to its knowledge and networking.

The topics and applied methods during group sessions positively affected the young people's personalities. The details of the included topics are explained in the previous section.

Method

The program consisted of three main steps. It was very important to establish a pleasant atmosphere of co-operation in the group. Experience has shown that it is difficult for most participants to speak in front of people they do not know. They generally have difficulties in sharing their opinions, which makes working in a group quite inefficient. We relied on non-formal pedagogy in all cases during the project.

In the first part of our work, the participants filled out the questionnaires and next we discussed their perceptions with regard to the questions and the YURA project in general.

During the second part we did some emotional tuning and prepared the participants for the organization of their knowledge and emotions regarding their home area and region.

In the third step, after the questionnaires and the emotional and intellectual exercises, we revealed the problems and began looking for suggestions of possible solutions, in accordance with the themes of the project.

Main outcomes:

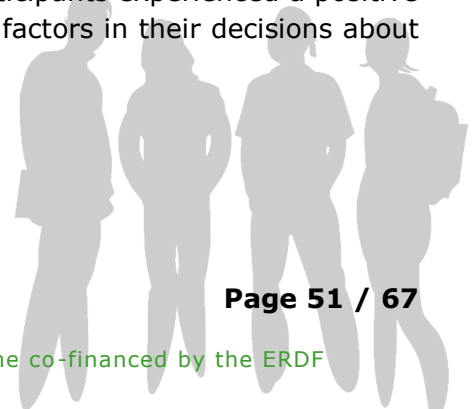
The result of the project is that the young people, who took part in the study, are able to assess the opportunities that define competitiveness in the labour market. They have formulated a serious review about the quality of education and professional training, which clearly shows that they miss public cooperation and they regard local society as split and fragmented.

Although they would prefer to stay in their home region for the future, the expected employment and quality-of-life indexes encourage them to move away from home in the hope that they will find a job.

Our experience in the villages of Szabolcs-Szatmár-Bereg county shows that in most cases the willingness to take the initiative is not enough. What is needed is the development of competence and knowledge in a motivated community, because people are not aware of their opportunities and possibilities because they have no imaginations of success patterns.

Our goals were achieved and completely realized. By the end of the training sessions we were able to refine the participants' sensitivity for the topic and raise their awareness of an extensive decision making technique that takes more viewpoints into consideration. We have helped them develop a value- and community centered view of life.

We had the group members fill out pre- questionnaires as a means of measuring. At the end of the process we asked for oral feedback concerning changes in their attitudes. According to the feedback they have provided, we can state that all participants experienced a positive change in their attitudes and they are now considering more factors in their decisions about their future.



5.4.6. PP10 - ZOSTAŃ POD GRUSZĄ**External Expertise:**

- Stowarzyszenie na Rzecz edukacji Ekologicznej „Dolina Baryczy” (Stowarzyszenie na Rzecz Edukacji Ekologicznej "Dolina Baryczy")
- Edward Michniewicz School Support Foundation (Fundacja Pomocy Szkole im. Edwarda Michniewicza)
- Regional Centre for Non-Governmental Initiative Support (Regionalne Centrum Wspierania Inicjatyw Pozarządowych) and Foundation for Social Economy Development (Fundacja Rozwoju Ekonomii Społecznej)
- “Krzyżowa” Foundation for Mutual Understanding in Europe (Fundacja Krzyżowa dla Porozumienia Europejskiego)

Time frame: May 2011 – February 2012

Overview of the initiative:

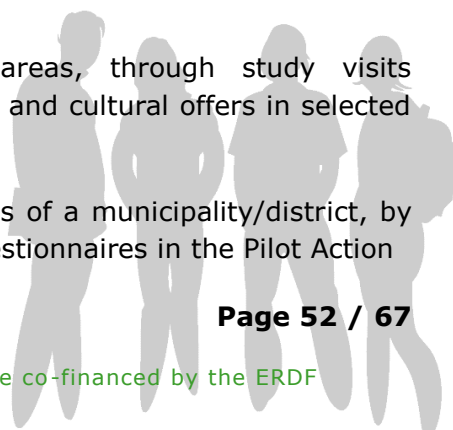
The objective of the “Zostań pod gruszą” Pilot Action was to increase the motivation of high school and university students from rural areas to remain within their districts. This was managed through:

- a) external expertise provided by two non-governmental organisations. The expertise covered local actions in cooperation with a group of young people between the age of 16 and 25, such as:
 - study visits to demonstrate young people self-employment best practise examples and work opportunities in non-governmental organisations in a given municipality/district
 - meetings promoting interesting strategies and issues of the region/community with regard to social and cultural offers
 - questionnaires
 - identification of factors increasing the attractiveness of the municipality/district
- b) trainings for young people
- c) “My future in Lower Silesia” debate

Objectives and target groups:

Objectives:

- strengthen young people’s awareness of opportunities for professional development in rural areas – through trainings
- strengthen their motivation not to leave rural areas, through study visits demonstrating and promoting good examples of social and cultural offers in selected municipalities
- identification of factors that improve the attractiveness of a municipality/district, by having the young people and the entities complete questionnaires in the Pilot Action



Target group:

- young people between the age of 16 and 25, at least 10 persons per municipality or district (participation in trainings, study visits, debate and the questionnaire)
- approx. 4-5 entities per municipality or district, demonstrating best practises (NGO, local administration representatives, self-employed entrepreneurs)
- 5 NGOs (2 non-governmental partners engaged in the Pilot Action in their municipality or district (one per municipality/district) + 2 non-governmental partners delivering trainings + 1 partner non-governmental partners organising the debate)

Description of implementation:

01.05.2011 – 31.05.2011

Preparing a plan and schedule of activities within the PA Future Laboratory of the Region "Zostań pod gruszą"

11.06.2011

Introduction of Pilot Acton to regional partners (12.06.2011), engaging NGO partners

11.06.2011 – 31.07.2011

Initiation to bids and acceptance of offers for External Expertise "Future Laboratory of the region"

01.08.2011 – 31.11.2011

Implementation of Pilot Action by external organizations:

- Trainings for youth (10 people x 2 partner organizations)
- study visits
- Questionnaires

10.12.2011

Debate for young people „My future in Lower Silesia” (including topics of Transportation, Education and culture, Sports and leisure, Living environment, Community Policy)

01.12.2011 – 15.12.2011

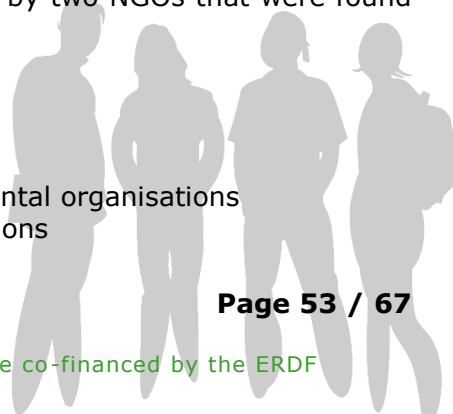
Elaborating of questionnaires

Reports on external expertise from NGO partners

EVALUATION

01.03.2012 – 14.05.2012

- Education/training possibilities in rural areas – offered by two NGOs that were found through tendering processes.
 - Subject scope:
 - 3rd sector – what it is and what it is not
 - Secrets of self-employment in non-governmental organisations
 - Creating jobs in non-governmental organisations



- Business activities – establishment and obligations
 - Entrepreneur’s obligations – VAT, tax returns, filing and settling Social Insurance Institution statements
 - Contracts of employment
 - Civil law contracts
 - Employee remuneration
 - Social Insurance Institution and Inland Revenue Office obligations
- duration: 32 hours of training
- Field trips to present best-practice examples, conducted by two NGO’s that were found through a tendering process.
 - Field visits demonstrating interesting self-employment solutions or interesting strategies in terms of district/municipal social and cultural offer (meetings with representatives of local NGOs, businessmen, local authorities implementing interesting concepts)
 - duration: one-day trips including approx. 15 meetings (between six and eight meetings/depending on the partner) + young people were given the opportunity to take part in interesting local cultural events related to unique qualities of the region.
 - Survey was performed among the project participants using the questionnaire form proposed by the Pilot Action coordinator PP6 – USTI (CZ). The questionnaire was completed by 107 students from the Góra district (81 women and 26 men) and 26 students from the Milicz district (4 men and 22 women).
 - “My future in Lower Silesia” summing-up debate. Participants of the debate included young people who had taken part in the pilot action and regional stakeholders (a total of 20 people)

The questionnaire recruitment was done as part of the external expertise by 2 non-governmental organisations selected to complete the task within a municipality/district. The recruitment criterion is to be a resident of a rural area and to be between 16 and 25 years (taking into account the balance between the number of women and men).

Main outcomes:

- 18 young people trained (32 hours of training) – training effectiveness was assessed by the participants using evaluation questionnaires
- 25 young people participated in study visits and had the opportunity to learn about the best self-employment practices/local business offerings /NGO work opportunities
- 20 persons participated in the “My future in Lower Silesia” debate and prepared a list of the comments provided by young people concerning 5 areas proposed by the Pilot Action coordinator PP6 – USTI (CZ)

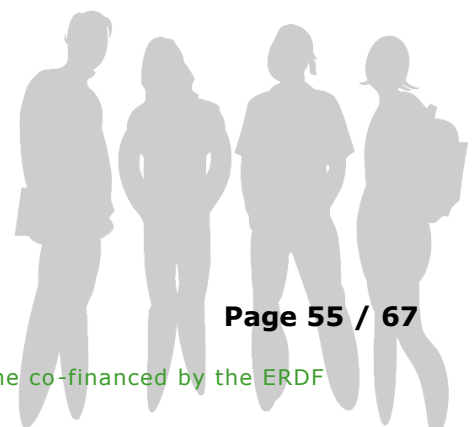
- 133 persons completed the questionnaire and identified the decisive factors as far as region attractiveness for young people is concerned. Summaries of the results distributed in different regions are provided below (more detailed description in the documents enclosed in Polish)

Góra district:

The majority of young people living in the Góra district wish to educate themselves and dream about finding a good job (well-paid, but not too hard, good atmosphere). For them, a prestigious profession is not an indicator of success in life. They notice the disadvantages and problems within the community, most of them (more than a half) prefer urban areas and they don't notice the beauty of the region or the inherent opportunities, which is due to the lack of attractions and job opportunities. When choosing further education young people first of all trust their own intuition and experiences, but they also take advice from parents and professional advisers and sometimes also from teachers and friends. They think that they do not have enough information about local businesses that could offer them work or internships. They emphasise their strong attachment to the region and their positive feelings about living here.

Milicz district:

1. In the future young people would like to get jobs that are satisfying, well-paid and where they are treated respectfully.
2. They plan to leave the region in order to pursue further studies, however, they would like to return to the region, if they found a proper job and a place to live.
3. They regard their own experience and internships as key elements for their development and they look for support mostly from their parents, friends, expect assistance from professional advisors and look for various sources of information.
4. In the questionnaires they list a large number of key institutions, companies and organisations that could potentially be their future workplace or place for volunteer work. The project participants learned about the majority of these places during the study visits.
5. Young people are aware of insufficient transportation services, housing resources and the insufficient number of educational institutions, but they stress the strengths of the region such as the rapidly growing tourist infrastructure. This gives them hope for the growth of the region, and that they will be able to return home after learning a profession.
6. Many young people mentioned that they feel comfortable in the Barycz Valley, which shows that they wish to live here.
7. Young people can name the key natural, historical and social attractions of the region. Attractions stemming from the growth of active tourism and development of tourist and educational infrastructure in the recent years (development funding obtained by non-governmental organisations from EU and national funds).
8. Young people feel that they are not sufficiently included in the process of planning and in local development at the level of self-government units.



6. Pupils research centre

6.1. Participating partners

- **Pilot action coordinator: District Administration Burgenlandkreis**
Contact Person: Jörg Perrmann; IHK: Volker Bart
- **Innovation Region Styria**
Contact person: Claudia Krobath
- **Association for Student and Civil Society in the county of Hajdú-Bihar**
Contact person: Győző Bánfalvi, Imre Enyedi
- **Lower Silesia Marshal Office**
Contact person: Justyna Urban

6.2. Aims of the pilot action

In all participating regions it is a big challenge to provide professional perspectives, attractive living conditions as well as a high quality of living for young people. Therefore, necessary steps have to be taken in all regions to qualify young people motivate them to find a job in the region. The pilot action is aimed at supporting young people in their individual educational- and professional life planning. The pilot action offers possibilities for young people to discover potentials in the local economy and to become familiar with the demand of specialists needed in the future.

Target groups:

- Pupils between the age of 13 to 16 and 15 to 18
- Pupils' parents
- Teachers
- Participating companies

In the District Burgenlandkreis 20 pupils between the age of 13 to 18 have been selected and trained, whereas in Styria pupils in the class levels 7 to 10 were selected.

In Hungary the selected 10 persons, participating in the training of adobe brick makers, belong to the low educated Roma population and they are older than 18.

In Poland, 10 students of the agro technical school in Bozkow have been selected and trained, focusing on academic education.

6.3. Methodology

The kick off workshop for this pilot action was implemented on 14 April 2011 in Weißenfels, Germany. All partners agreed on the timetable, the vocational fields and the provided basic documents (Description of the PA, curriculum, and evaluation questionnaire).

For the purpose of PA4 – Pupils research centre, four steps have been defined:

- Step 1: definition of the learning modules
- Step 2: formulation of a concept
- Step 3: setting up and testing of the concepts
- Step 4: presentation of intermediate results on regional and transnational level

The participating partner organizations selected the following vocational fields according to their special needs:

Burgenlandkreis:	CNC- operator Mechatronics
Innovation region Styria:	Mechanical and electrical Engineering
HaHa:	Traditional Adobe Brick Maker Tourism and youth tourism
Lower Silesian Marshal Office:	Landscape architecture Technique agribusiness Food technology

The age of the participants differed according to the situation in each region.

Generally, each partner organization was using the templates for the project description as it was planned and developed a specific curriculum for the chosen vocational field.

It can be stated that the selection process of the vocational fields in connection with the co-operation between schools and companies was especially more difficult in Poland and Hungary than in Germany and Austria. These regions have great experience in this particular field. Some administrative problems in the Polish and the Hungarian regions lead to the delay of the implementation and the selection of the vocational fields.

Generally, all regions appreciate the fact that this pilot action gives young people the chance to learn more about their career opportunities, about local economy and, very important, teachers and parents were involved in the implementation of the PA. In some regions the decision makers in policy and administration have been encouraged to engage more intensively in a time organized vocational orientation as well as in the prevention of a disproportionate migration of young people, especially against the background of the demographic development. The advantages more or less outweighed the disadvantages.

Due to the short period of time of the PA it is difficult to draw conclusions regarding the sustainability. However, it is obvious that the pilot action created major incentives for a continuation of the activities, e.g. the transferability to other regions/countries is certainly desired and given.

The results of the interviews carried out with students demonstrate that young people have a lack of knowledge concerning future employment possibilities in their region. The results furthermore indicate that the transfer of such knowledge in schools is done with different intensity.

Despite all existing problems, relations to family and friends nevertheless play an important role for the 20 interviewed pupils in the district Burgenlandkreis. While 40 % of the pupils can imagine staying in the region 15 % would prefer to leave the region. The information provided by teachers on job opportunities in the region is assessed as not sufficient enough. Pupils are eager to learn more about their region, the economy, the companies and vocational opportunities and are furthermore interested in doing an extracurricular prevocational training or practical work in a company. The desire to do a vocational training or to study is nearly balanced.

6.4. Regional Pilot actions

6.4.1. PP2 – Schüler/innenforschungszentrum

External Expertise:

- IHK Bildungszentrum Halle-Deslau GmbH

Time frame: -

Overview of the initiative:

The pilot action will initiate a “gluing-effect” of young people in the region by visiting regional companies and sparking their interest in young people by surprising them with their professional achievements. The elaboration of the curricula and learning modules shall contribute to the achievement of ambitious goal. The young people should obtain suggestions about an occupation or training in the companies. We try to bring together pupils and companies during a medium or longer period of time by the development and testing of vocational field oriented curricula and learning modules:

- CNC
- Mechatronics

Objectives and target groups:

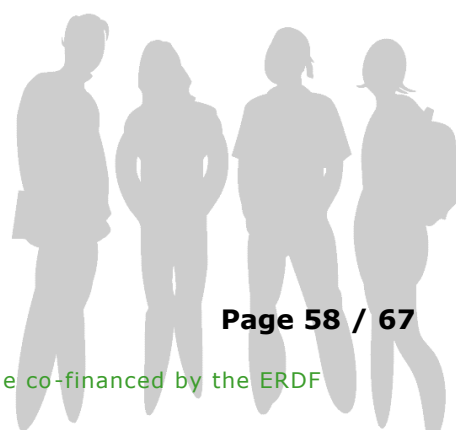
Target groups:

- pupils between the age of 13 to 16
- pupils between the age of 15 to 18
- the pupils’ parents
- some of the pupils teachers
- the participating companies

Description of implementation:

The initiative will be implemented in 4 steps:

Step 1 (definition of the learning modules)



Step 2 (formulation of the concept and

(transnational discussion of the concepts)

Step 3 (setting up the concepts (testing) and feedback from the target groups)

Step 4 (presentation of intermediate results at regional and transnational level
final presentation)

We intend to gain the partners' inputs by meetings, teleconferences and questionnaires.

The project started on 14 April 2011 in Weißenfels. We agreed upon the vocational fields and learning modules.

- Next steps will be the analysis and the matching (Mai to July 2011)
 - analysis of pupils' qualifications (ability – wishes)
 - analysis of companies' needs
 - transnational discussion (e.g. via internet) about results of analysis
 - matching the firm's needs and the pupils' qualifications
 - discussions with firms and schools

We attempt to solve these problems in providing a framework for the development of the curricula and learning fields. We are expecting problems at regional (Burgenlandkreis) level like:

- not enough awareness-raising in schools in order to achieve the goals of the project
- not enough engagement of parents towards the subject

We attempt to solve these problems by providing convincing arguments with an outlook to the professional prospects of the pupils.

Main outcomes:

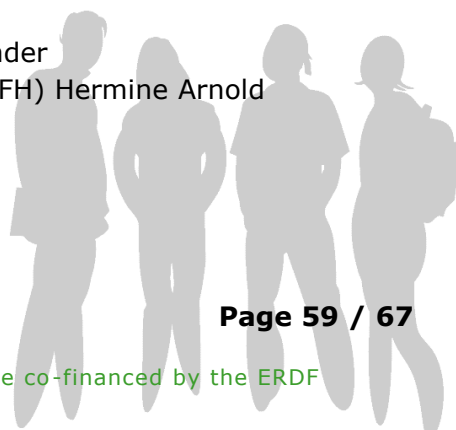
The agreement about and the implementation of the vocational fields is one core output relating to improved knowledge of the trainees in order to increase their motivation to find a job and stay in the region.

6.4.2. PP5 – Schüler/innenforschungszentrum

External Expertise:

- Lernwerk Binder GmbH Ansprechpartner: Johannes Binder
- Beruf- & Bildungszentrum Weiz, Ansprechpartner: DI (FH) Hermine Arnold

Time frame: December 2011 – July 2012



Overview of the initiative:

Based on the model of the pilot action leader “District Administration Burgenlandkreis” (Germany), Innovation Region Styria developed the “pupils research center” in Styria in cooperation with external experts. In the western part of Styria the Lernwerk Binder was involved. Besides the active implementation, they also developed the concept and the curriculum for the pupils research centre. In the eastern part of Styria, the BFI Bildungszentrum Steiermark with the Ausbildungszentrum Weiz implemented the concept also in their youth training center. Both institutions are equipped with the necessary infrastructure (machines etc.)

The PA has the following parts/steps, intentions and tools:

Step 1

- analysis of pupils’ qualifications through a questionnaire (abilities, wishes, possibilities, ...)
- analysis of companies’ needs (abilities, wishes, possibilities, ...)
- transnational discussions (e.g. via internet) about results of analysis
- matching the firms’ needs and pupils’ qualifications
- discussion with firms and schools

Step 2

- revision of the defined learning modules if necessary
- formulation of the concept
- transnational discussion of the concepts

Step 3: setting up the concepts and implementing the modules. Evaluation: Questionnaire to receive feedback from pupils and companies.

Step 4: presentation of intermediate results on regional and transnational level

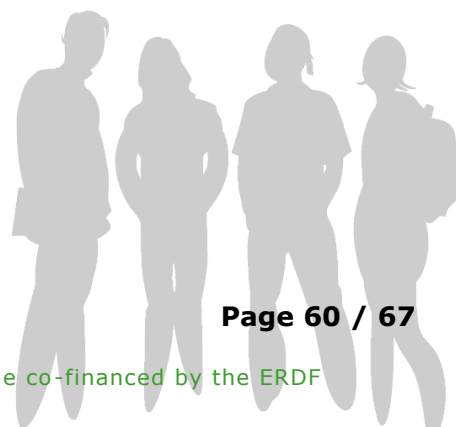
Objectives and target groups:**Objectives:**

In the frame of the Pupils Research Center pupils will be offered an extracurricular knowledge transfer by interested students. The expert Lernwerk Binder and the BFI Weiz offer young people modules in the fields metal and electronics, in which they can acquire basic skills and get access to technical professions.

Based on small work pieces they can test their skills, collect experiences for a possible future profession in the branches metal and electrical technology or gather an inspiration for higher technical education. These activities should foster the young people’s interest in technical and scientific fields.

Target groups:

- grade 7 to 10



Indirect target group:

- the pupils' parents
- the pupils' teachers
- the participating companies

Description of implementation:

Finding the experts for implementing the pilot action and creating a team:

- inquiry through questionnaires for pupils and enterprises determining the base for regional vocational fields
- first elaboration concerning the styrian curricula in the vocational fields metal- and electronic techniques
- harmonization of the curricula with local, regional partners and the project partner Burgenlandkreis
- Recruitment of schools/pupils and enterprises
- Further elaboration of the curricula in vocational fields on base of the proposal for table of contents concerning the specific regional character of YURA- region and harmonization with companies of the region
- kick off meeting with schools and teachers
- Implementation by testing the pilot action

In Styria there are 3 modules included in the concept:

1. MODUL BASIC in ELECTRICAL-ENGINEERING and METAL- ENGINEERING

1.1. Basics of Metals Technology

1.2. Basic of Electrical Engineering

2. MODUL PRODUCTION

2.1. Basis metal technology – machines

2.2. Welding Technology

2.3. CNC turning and milling basics

3. MODULE AUTOMATION

3.1. PLC control system design

3.2. Programming

3.3. Automation

The method of teaching: lecture - experiment - discussion – practice.



The aim of the implementation of these measures is that at the end each pupil will have:

2 work pieces (a candle holder and a lamp with LED)

In this way, the pupils go through all steps of the module in an experimental way – planning of the work pieces, practical making/production and automation with lights.

Main outcomes:

The new situation after implementing the pilot action was that schools and teachers as well as companies supported and encouraged new cooperations. Many contacts are made during the project, which will be useful after completion of the Yura project.

6.4.3. PP8 - Pupil Research Center pilot program in the region North-Great Plain

External Expertise:

- Álláshely Social Cooperative (Álláshely Szociális Szövetkezet)

Time frame: -

Overview of the initiative:

Traditional Adobe Brick Maker

We would like to generate two different kind of pilot projects in the action's framework. The first one is an ancient folk's vocation: adobe brick-maker. The second one is a car mechanical specialist. The two chosen pilot projects are related to the YURA intention in two different ways. The adobe brick-maker training is related to the aim to enable a life in villages that is worth living. The touristic specialist training is related to the aim of stopping the migration of youth professionals from big, regional cities to capitals. Both of our projects are cooperations between schools and regional companies, which is almost an aim of the YURA project.

Objectives and target groups:

Traditional Adobe Brick Maker

Information concerning the first professional field (adobe brick-maker): In Hungary, the problems are different in small settlements and villages and in rural cities. On the one hand, it is common that more than 50% of the active population is unemployed. On the other hand, this unemployed population is low educated and most of them are Roma people, so the only chance for them to survive is to get social assistance from the local municipality. At our coordinating meeting with the mayor of the village of Bököny and leader of the company of the local government, we chose the most adequate YURA aim for the problem how to create a viable rural life for young people and we tried to focus on that in this pilot: providing solutions for the people so that they can work and earn money. Therefore, our target group was the youth and the low educated Roma population in the village of Bököny (10 persons).

Description of implementation:

Traditional Adobe Brick Maker

Description of the curricula: We would like to establish a measurable and adaptable method, which provides working opportunities for young and low educated people in the small settlement of our region. The chosen profession is a traditional one, adobe brick-maker. It is easy to learn and does not require any special previous experience.

7.1. Adobe brick-maker

7.1.1. The training takes 180 hours: 72 hours theoretical courses and 108 hours of practical courses.

7.1.2. The theoretical parts are mostly based on methods used in schools. Practical courses at Bököny Nonprofit Ltd., mentoring by practiced professional.

7.1.3. Textbooks, exercise books

7.1.4. Oral and written exam from the theatrical and practical courses.

7.1.5 First part: one and a half week of theoretical training, second part: two and a half week of practical training.

Date	Suggested lessons of training	subject	Contents	Aims of training	Method of teaching
2011. november	72 hours	<u>Learning modul 1</u> Theoretical part	<ul style="list-style-type: none"> • Environment, Safety • Matter • knowledge of wares • Working knowledge of processes, application • The importance of environmentally-conscious lifestyle 	Learn the brick making working processes Learn the knowledge of matter Learn the knowledge of safety working.	Lectures, discussion
2011. november	108 hours	<u>Learning modul 2</u> Practical part	<ul style="list-style-type: none"> • Safety Environment in practice • Matter in practice • Working knowledge of processes into practice 	able to make adobe bricks	The Practice is mentoring by proficient professional
2011. november	<i>Oral and written exam from the theatrical and practical courses.</i>				

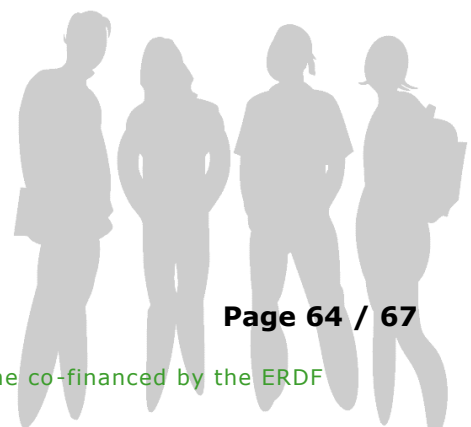
Main outcomes:

After the trainings, we expect that our pupils will be much more self-confident in their jobs and in their personal life too. We decided that half a year we would see whether they have

developed positively in their careers. The training and our experiences will be shared with the regional authorities; we hope they can use it in their further jobs and projects.

6.4.4. PP9 – Research centre

This pilot action couldn't be implemented in the planned time frame. The new timeframe for the implementation is autumn (September-November) 2012. Therefore the results will not be presented within this report.



7. Transferability and sustainability

Transferability and sustainability of the pilot actions are very important topics for the Project YURA, which will be presented extensively in the STUDY PILOT ACTIONS. Nevertheless, for this report, a short overview will be given.

Learning Partnership:

The YURA pilot action “Learning Partnership” is basically transferable to all YURA partner regions and to other regions as well. During the implementation process of a “Learning Partnership attention ” should be paid to the visualized “Step Sequences on how to implement a Learning Partnership”. Furthermore, it is advantageous to have good and close contacts to regional actors, stakeholders and schools to know about a partner organization in the respective region. The knowledge about the regional economic structure is of particular importance as is the situation of the local labor market, since the instrument “Learning Partnership” is especially successful if first problems in these fields could be recognized immediately.

Through the active cooperation of regional actors, negative influences in terms of demographic and social change, especially in structural weak rural areas, could be mitigated and regional collaboration could be strengthened. Under these circumstances, the YURA pilot action “Learning Partnership” has achieved a key requirement of the overall YURA project and shows a generally transferable approach on how to deal with problems of demographic change and the shortage of young skilled workers.

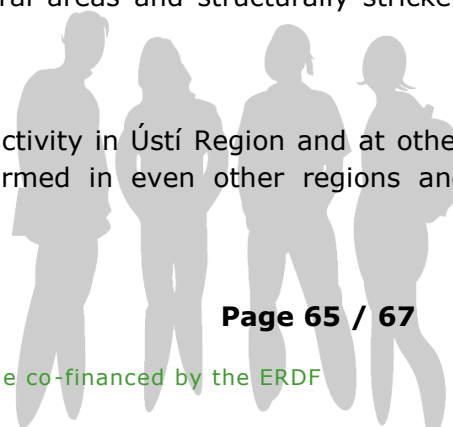
Business Academy:

In Poland, the business Academy model was developed as a possibility to support highly gifted young people. In the course of the project YURA it was tried to implement this model in all participating countries. Concerning this, it is absolutely important to pay attention to the current state of the support for gifted learners in the respective countries and to make adaptations. Not only the individual specialist area is to examine, but also the respective procedure. In this case it is important to note that an early support through multiple channels is very important as well as the involvement of parents.

Future Laboratory:

Acquisition and evaluation of the problems and factors that determine the attractiveness of the region in the eyes of young people, and – most importantly – the closed links of organizations capable of solving the given problems, make it possible to strengthen the relationship between young people and their town/region. Thus, they epitomize one of the indispensable steps that will provide for the problem of excessive migration from rural areas and structurally-stricken regions to be tackled.

Through the implementation of the Future Laboratory pilot activity in Ústí Region and at other partners engaged, the feasibility of the activity was confirmed in even other regions and countries of the European Union.



Core requirements for the implementation of FL in another region are:

- Identification and involvement of local authorities and their willingness to seize problems and propose solutions to the issues.
- Identification and involvement of organizations working with children and young people (NNO, school, and suchlike).
- Assurance of financial resources for the implementation of FL.
- Selection of a group of young people that fit the purpose, i.e. discussing problems relating to life in a given town and actively coming up with proposed solutions.

Pupils research center:

Generally, all regions appreciate the fact that this pilot action gives young people the opportunity to learn more about the possibilities of their own professional carrier, about local economy and, very important, teachers and parents were involved in the PA. In some regions the decision makers in policy and administration were encouraged to engage more intensively in questions of an in time organized vocational orientation as well as in the prevention of a disproportionate migration of young people, especially against the background of the demographic development. More or less, the advantages weigh out the disadvantages. Due to the short duration of the PA, it is difficult to draw conclusions regarding the sustainability. However, it is obvious, that the PA provides important incentives for the continuation of the activities, e.g. the transferability to other regions/countries is definitely desired and given. The results of the interviews carried out with students demonstrate that young people have a lack of knowledge concerning future employment possibilities in their region. The results furthermore indicate that the transfer of such knowledge in schools is done with different intensity. Despite all existing problems, relations to family and friends nevertheless play an important role for the 20 interviewed pupils in the district Burgenlandkreis. While 40 % of the pupils can imagine staying in the region 15 % would prefer to leave the region. The information provided by teachers on job opportunities in the region is assessed as not sufficient enough. Pupils are eager to learn more about their region, the economy, the companies and vocational opportunities and are furthermore interested in doing an extracurricular prevocational training or practical work in a company. The desire to do a vocational training or to study is nearly balanced.



8. Conclusions

The overall aim of all pilot actions tested in the framework of the YURA project is to combat the problem of demographic change and migration of young people from rural areas.

While the pilot action Learning Partnerships and Pupils Research Centre mainly serve as a basis for the establishment of cooperations between schools and regional companies as well as for getting to know the companies and their fields of work, the Business Academy is dedicated to promote highly gifted and especially interested young people.

This aspect can partly be found again in the Pupils Research Centre as the additional curricula had to be done outside of school, voluntarily and by involving own "research".

Basically, it can be said that these three pilot actions contain a strong work-effective and economic aspect.

The pilot action future laboratory focused on a more social aspect in the life of young people. The aim here was to work out a concept in several phases of how young people imagine their perfect region. An important point here was the participation of young people in regional development processes or the acquaintance with regional politics. Since young people are able to take part in the creation of their environment and participate in discussions with policy makers, their sense of wellbeing should increase and thus also the attachment to the region.

The quality of the implementation of the individual, partly very different initiatives of the project partners as well as proposals for models applicable Europe-wide, can be found again in the Study pilot actions after the implementation of the project internal and external evaluation.

It can be mentioned in advance that it is true for all pilot actions that intersections, which undertake organisational tasks, are very important factors in order to secure the long-term development of partnerships.

Especially the aspect of time plays a major role according to all project partners involved in the implementation.

With regard to sustainability of initiatives/activities/pilot actions, the central question of future affordability is important. This question has so far been part of almost every feedback on pilot actions and not all partners have yet found an answer to it.

In conclusion, it can be said that with the right implementation, all pilot actions will have a direct or indirect positive effect on the number of qualified specialists in rural areas.

