

## **Yura - Developing transnational transversal youth strategies in regions with migration**

# **SWOT-Analysis**

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**State:**

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## 1 Summary

The following regions participate in the project YURA:

- South-West-Styria (Austria)
- Ustí (Czech Republic)
- Burgenlandkreis (Germany)
- Lower Silesia (Poland)
- North Great Plain (Hungary)
- Novara (Italy)

Lead Partner of the project is the Ministry for Regional Development and Transport.

The SWOT analysis is based on the single SWOT analyses of the participating regions. Those analyses had been worked out by each participating region. So the results of those slipped into this analysis. We hope that we had taken the most essential parts.

### *Demographic Development*

The process of over-aging of the population is to be observed in nearly every region that is participating in the project. Normally, connected with this fact is a decrease in population as a whole. Especially in the Burgenlandkreis (Germany) these tendencies have developed. One exception is Lower Silesia (Poland). They experienced an increase of childbirth within the past few years. Another exception is Novara (Italy) with an increasing population. Regardless of these tendencies, the population is on average younger in most of the participating regions than their higher-ranking territorial units (counties or provinces). Some regions point out the fact that the development of population is dependent on the areal location (South West Styria, Austria; North Great Plain, Hungary).

### *Migration*

The development of migration is carried out differently within each individual region. We have to keep in mind, that there is a major connection between migration and areal location. Large and partially mid-sized cities show gains from migration, while especially peripheral territories show some significant losses from migration. Nearly all regions record a net outward migration, except for the Usti region (Czech Republic) and Novara.

The gender specifics have to be differentiated as well: while the Burgenlandkreis has to report a clear net migration loss, especially among young women, the Usti region is reporting a net migration loss among young men. In North Great Plain the tendencies, in regards to net outward migration, intensified over the past years. Lower Silesia experienced a trend reversal (2009: immigration gains among men), and accordingly the net migration loss came to a halt.



### ***Economic structure***

The participating regions in the project are mainly affected by the high shares of gross value added in the production industry (especially the manufacturing industry). Partially it is about old industrial regions, which were subject to a significant transformation process (Usti, Burgenlandkreis). At the same time, the processes of diversification of the economic structures are far advanced, especially the service sector gained in relevance (varying by region).

The economic growth shows differences in each individual region (Lower Silesia very dynamic, North Great Plains more moderate). In general, the economic performance is more or less clearly below the respective country and regional averages. In other words: the regions show structural weaknesses.

The unemployment rate is particularly high in Usti, Burgenlandkreis and Lower Silesia (depending on the transformation), but the tendency is falling in nearly every region (except for North Great Plain with an increasing unemployment rate).

### ***Consequences of demographic change***

The majority of the participating regions are forecasting a decrease in population ranging from minor to significant (except Novara). All regions are also assuming a continuously aging population. At the same time, an increasing urbanization and accordingly suburbanization is anticipated (except for Lower Silesia). Overall, an increasing territorial differentiation is expected.

The essential conformations of the infrastructure (e.g. education, healthcare), in regards to preparation and implementation, are assessed differently.

The development of the population carries consequences for the development of the labor market. Most regions assume a shortage of skilled workers, at least in some occupational groups (e.g. technical and healthcare occupations).

The exception to the rule, amongst others, is North Great Plains with a very young population comparatively, as well as the Burgenlandkreis with a high surplus on men in the age group ranging from 25 to 45 years old.

### ***Characterisation of the education infrastructure***

The educational system shows the same basic structure in all participating regions (elementary school, secondary school, grammar school/continuing education). Nonetheless, there are regional distinctions in regards to the composition of the educational system. Within the project this pertains to the particularly important transition from the school system to apprenticeship, as well as the transition from grammar school to university. The distinct characteristics are to be taken into consideration with a possible adoption of “best practices”.

The figures of student enrollment have developed differently, but almost as anticipated with respect to the population development, which is consequently declining in most regions. However, there is a significant increase of students reaching matriculation standard, which can be observed in nearly all regions.

The infrastructure of the schools is partially dependant on their territorial location (North Great Plain). In some regions a bigger interest in technical occupations can be noticed (North Great Plain, Lower Silesia). The Burgenlandkreis is pointing out specific issues with boys.

### ***Characterisation of the training scheme***

The dual system of professional education is the main form of the initial training in regions of South-West Styria (Austria) and the Burgenlandkreis. The training in corporations is therefore being connected with vocational schools, partially even with full-time vocational schools, and continuing education and academic studies in varying forms. The varying forms are to be accounted for when adapting and implementing “best practices”.

In all regions specific target groups are considered while offering vocational school (the highly gifted, the handicapped, the slow learners etc., e.g. North Great Plain).

The decrease in student enrollment is viewed as one of the reasons for developing new models of connecting regular school, vocational school and professional training (South-West Styria, Burgenlandkreis). In an upward trend, an increase in activities of corporations can be observed.

Partially, the training is assessed to be too theoretical. A stronger practical approach, including a stronger orientation on demands of the economy, would be desirable (Lower Silesia). In most of the regions a stronger development of social competences is viewed as a requirement (Lower Silesia, Burgenlandkreis, Usti).

The second hurdle, meaning the transition into the working life, is estimated to be partially problematic even for the higher qualified. Which begs the question of a possible falling apart of supply and demand.

Professional training and lifelong learning are named to be requirements in all regions. The implementation shows a significant regional differentiation, but all regions have to deal with this subject increasingly.

Some regions point out a partially significant lack of skilled workers (Usti, Lower Silesia, Burgenlandkreis).

### ***State of the interaction between schools and institutions of vocational training, administration and economy***

In most regions there are well-developed and versatile forms of interaction within the framework of professional orientation and professional preparation. In many cases, a well-developed network of participating actors is characteristic.

Agreed upon programmes of collaboration are e.g.

- South-West Styria: employment pact and training pact
- Lower Silesia: system for the support of skills
- Burgenlandkreis: youth strategy “Living - Learning - Apprenticeship in the County Burgenlandkreis”

In regards to this, Usti is referring to special teachers with a key function in occupational counseling (“career master”).

Provisions for the support of specific target groups exist in all regions.

### *Identification of strengths*

Favorable demographic or rather age structures were named as strength by only a few regions (Usti, Lower Silesia, Novara).

In all regions there are differentiated, as well as specialized, systems of schools and vocational schools. In parts, there is willingness for innovation for a stronger connection between academic and vocational training (e.g. Lower Silesia: new forms of matriculation, South-West Styria: apprenticeship with general qualification for university entrance).

Collaborations between schools and economy were intensified in most regions (South-West Styria, Lower Silesia and Burgenlandkreis named these explicitly). Normally, the securing of young skilled workers was provided as an explanation. Generally, a stronger dedication of corporations for gaining young professionals can be observed (South-West Styria, Lower Silesia and Burgenlandkreis). In nearly all regions, good experiences in regards to practical training and other types of collaboration were gained, which ranged over a longer period of time. The success of the co-operations depends largely on the dedication of the teachers (South-West Styria, Usti, Burgenlandkreis).

The support through the corporations is shown in many ways, such as sponsoring of schools (South-West Styria), patronage of corporations (Lower Silesia). Worth mentioning are also the different scholarship systems for the support of apprenticeships and academic studies, e.g. in Usti (with a regional commitment after earning a degree) and Lower Silesia.

The following regional distinctions should be mentioned as well:

- Specializing of schools with stronger individual instructions (South-West Styria)
- Introduction of the class “Project Management” (South-West Styria)
- Formation of a system of backbone schools (Usti)
- Motivational programmes for secondary schools (Usti)
- Organization of school contests on the different levels of education (Lower Silesia)
- Complex youth strategies as integrated approach (Burgenlandkreis)
- Internships job placement (Novara)

All regions have significantly increased their efforts within the field of occupational orientation.

On various occasions, offers for qualification during and after vocational training were highlighted, e.g. South-West Styria: vocational matriculation examination, TRIALITY, apprenticeship with general qualification for university entrance.

All regions undertake great efforts within the fields of adult education and continuing education. Apparently, lifelong learning is being increasingly internalized. This includes increasing activities for the qualification of older workers (e.g. North Great Plain), as well as specifically tailored qualification programmes (e.g. Lower Silesia) and motivational measures for the unemployed (such as North Great Plain). At the same time, there are added efforts to increasingly align education and research with the real demands of the economy.

In regards to the general conditions the following strengths were highlighted:

- Local availability of social infrastructure as a site-related factor (Usti, Burgenlandkreis)
- Appealing scenic surroundings, cultural and natural landscape (Usti, Burgenlandkreis)
- Business- and technology friendly climate, professional development of locations (Usti, Burgenlandkreis)
- Relatively high networking degree of corporations and management (cluster development) (Burgenlandkreis)
- Return of working migrants (Lower Silesia)

### ***Identification of weaknesses***

Quality and flexibility of the school development were criticized by some regions. Only few possibilities were left for molding of the strengths. In parts, this is accompanied by a sinking quality of school standards. On the other hand, increasing demands of the economy for the knowledge gained in schools were made.

There is still a lack of interest for technical education and technical occupations in some regions, especially amongst girls.

The quality of the collaboration between school and economy is highly affected by the interlocking dedication by all parties (teachers, students, corporations, management and their willingness for collaboration). This also concerns the determination of demands for the workforce. Especially the resulting needs for the coordination of all participants have not been met.

Partially, a larger continuity in all activities has been deemed necessary, which means a long-term collaboration should be aimed for. Therefore, a broad and long-term applied occupational orientation and occupational counseling is a necessity.

Often the low standard of apprentices is complained about in connection with growing pedagogical problems.

As for private educational institutions, attention has to be paid to the fact that educational objectives are continuously prioritized and not the interest in profits.

In parts, disproportions in the quality of schools and vocational schools have to be registered between urban and rural regions. There is also a need to point out, that a higher acceptance of vocational schools is required.

More regions deem it to be necessary to have a stronger interlocking of occupational and general education (including combinations of occupation/academic studies).

In regards to the general conditions the following weaknesses were isolated amongst others:

- Emigration of qualified workers (in nearly all regions)
- Weaknesses in the FuE-division (R&D)
- High share of long-term unemployed
- Partially low mobility of the workforce
- Partially only little identification with the corporation
- Worsening of the general social surrounding (crime, vandalism, etc.)

### ***Identification of opportunities and options***

The (continued) development of hard and soft site-related factors is viewed as a chance in regards to the demographic change by all regions. Especially under the aspect of defining the framework, such is supposed to encourage people to stay or even return. This concerns e.g. a good social infrastructure, particularly in the field of childcare. The operation of private institutions should be made easier. Chances are also being preserved through the improvement in mobility. Given appealing conditions governing location, residents from neighboring regions can be attracted as well.

Generally, a stronger political support in education and vocational training is viewed as a chance. This also includes increasing expenditures in the field of education.

To secure the demand for skilled workers it is necessary to integrate qualified foreign nationals in the respective regions. At the same time, the boosted mobility of the actively aged population has to be understood as a chance. Furthermore, a proactive employment policy should be developed and implemented.

The varying existing types of cooperation between schools and economy should be developed further. This includes an early initiation of occupational orientation and occupational counseling. Especially in economic key branches is early advertising and gaining skilled workers indispensable. In particular apprenticeships and other forms for direct integration of potential apprentices in corporations should be developed and established.

The development and (continued) construction of the varying regional types of supporting the highly gifted is considered to be helpful, e.g. scholarships and/or foundations. These may be linked to employment options or commitments.

A necessary marginal condition is the improvement of communication between all participants. This includes a better orientation about local opportunities through the economy. Therefore, real demands of the economy can be better accounted for. Likewise, co-operations, economy/university, as well as international exchange and partnerships should be developed further strategically. In regions, where unions, alliances, etc. already exist, those should be developed further as well with inclusion of decision makers and coordinators.

Suggestions included, the training for technical occupations and trade should be stimulated through commission, and centers for occupational training along with the private sector should be developed further.

With respect to combinations, such as apprenticeships and university entrance diplomas, as well as apprenticeships and academic studies, should be established further.

The framework has to be developed and implemented for life-long learning, for example through centers for life-long learning.

### ***Identification of threats and risks***

More or less all regions are affected by demographic change. Normally, the effects are being intensified through emigration. There threatens to be another differentiation of society (Individualization, a larger gap between poverty and wealth, dealings with minorities). Social tensions and conflicts will continue to grow with such an increased reproduction of social inequalities. A heightened competition with other regions can lead to an increased pressure due to migration in both directions. Especially emigration of highly qualified workers is to be feared.

With increasingly tightened public budgets, problems can arise in regards to the financing of the technical and social infrastructure.

Dropping student enrollment may lead to a centralization of school structures. The growth of "socially disadvantaged groups" has an effect on the composition of students. This may be demonstrated through more violence in schools (limited possibilities of social work in schools), and also rising numbers of special education students. At the same time, potentials of lower secondary and special education schools are not being exhausted due to their bad reputation.

New ways of learning (mobile or distance learning) are barely being utilized. Worst case scenario, budget deficits affect the field of education a well (sinking means, and as the case may be lowering standards).

In many regions a progressive aging faculty is feared.

A possible compensation for the regressive development of apprentices through a lengthened working life has social consequences, such as in the area of childcare (grandparents).

A continuing low interest in technical occupations would further enlarge the gap to skilled workers. In addition, most economic sectors are increasingly threatened by closures due to ageing (which are not compensated). The noticeable lack of skilled workers in some sec-

tors can in the intermediate-term affect the competitiveness of corporations due to lack of qualifications.

At the same time, there is an increasing lack of employment for lower qualified workers.

### ***Future needs and improvements - Conclusions***

Co-operation amongst all participants is of great importance. This co-operation has to be accompanied by an intense communication inside and out. The platforms or integral strategies suggested by multiple regions are aiming towards substantial approaches of the project.

A second general conclusion is to continuously bring together students and economy as early as possible. Essential instruments are practical training and other types.

Soft site-related factors represent themselves as halting factors to a certain degree, in order to keep highly qualified workers in the respective regions. Starting points and projects should be found increasingly in those areas.

Social systems, continuing education and qualifications should be linked more strongly. Especially problem groups ("socially disadvantaged groups") are to be more involved.



## 2 Brief description of the participating regions

The regions are in a different situation. There are regions with migration problems, regions nearby economic strong regions, rural regions. But they all have the problem of an aging population and an imminent threat: a lack of skilled labour forces.

### 2.1 Short general description

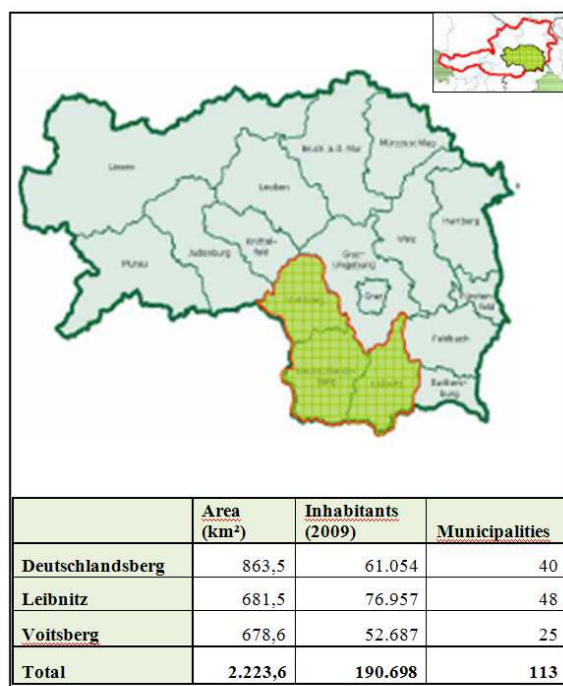
#### *South West Styria (Austria)*

The region South-West-Styria is located in south-eastern Austria at the south-western edge of Styria. The region consists of three administrative units (districts):

Deutschlandsberg (DL), Leibnitz (LB) and Voitsberg (VO) representing 13,56% of the area of Styria. The area is confined by the province of Carinthia in the West, by the neighbouring country Slovenia in the South and by the city region of Graz in the north-west. The hill country borders the mountains “Koralpe” (top 2140m) in the west. The closed border to Slovenia (part of former Yugoslavia) until 1990 weakened the region and constrained economic growth.

The main cities within the region are the cities of Leibnitz (7.709 inhabitants), Deutschlandsberg (8.201 inhabitants), Köflach (9.829 inhabitants) and Voitsberg (9.735 inhabitants). These municipalities also form the major economic centres of the region.

**Figure 1 Region South West Styria (Austria)**



*Map1: Region South-West Styria*



### ***Usti (Czech Republic)***

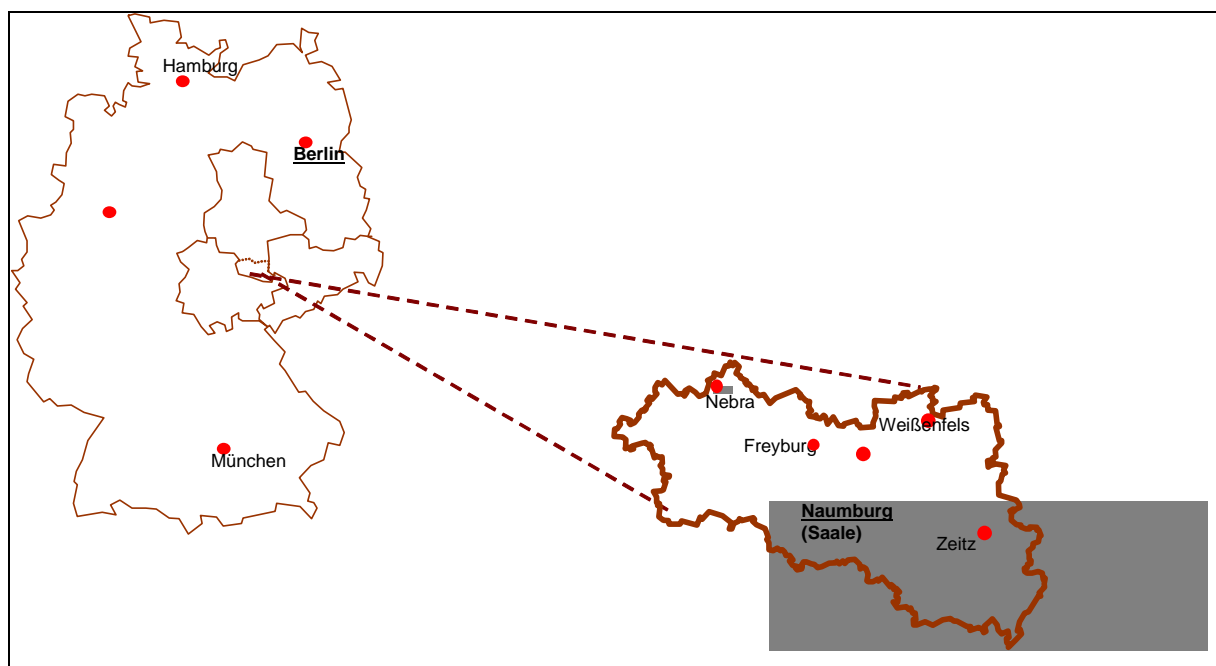
The Usti Region is located in the north-west of the Czech Republic. The north-west border of the Region is also the state boundary with the Federal Republic of Germany, namely with the state of Saxony. In the north-east the Usti Region borders the Liberec Region, in the west it borders the Karlovy Vary Region and partly the Pilsen Region, and in the south-east it borders the Central Bohemia Region. By its area the Region ranks the seventh place among other regions of the Czech Republic. The largest municipality and the seat of the Region is the city of Ústí nad Labem.

The Usti Region is a territory with a **high degree of urbanization**. Approximately 81 % of the total population live in cities. The structure of settlement is **polycentric**, it means the Region does not have a predominant centre. The poles of economic development are in 4 large cities with more than 50 thousand inhabitants (Děčín, Most, Teplice, Ústí nad Labem). Social-pathological phenomena are present more significantly than in neighbouring regions. They are caused by higher anonymity, high unemployment, stronger representation of socially weak and inadapted inhabitants and their concentration in certain localities (the highest number of crimes after Prague, approximately 12.5 % of the total number in the CR).

### ***Burgenlandkreis (Germany)***

The county Burgenland is situated in the South of Saxony-Anhalt and borders on Saxony and Thüringen directly.

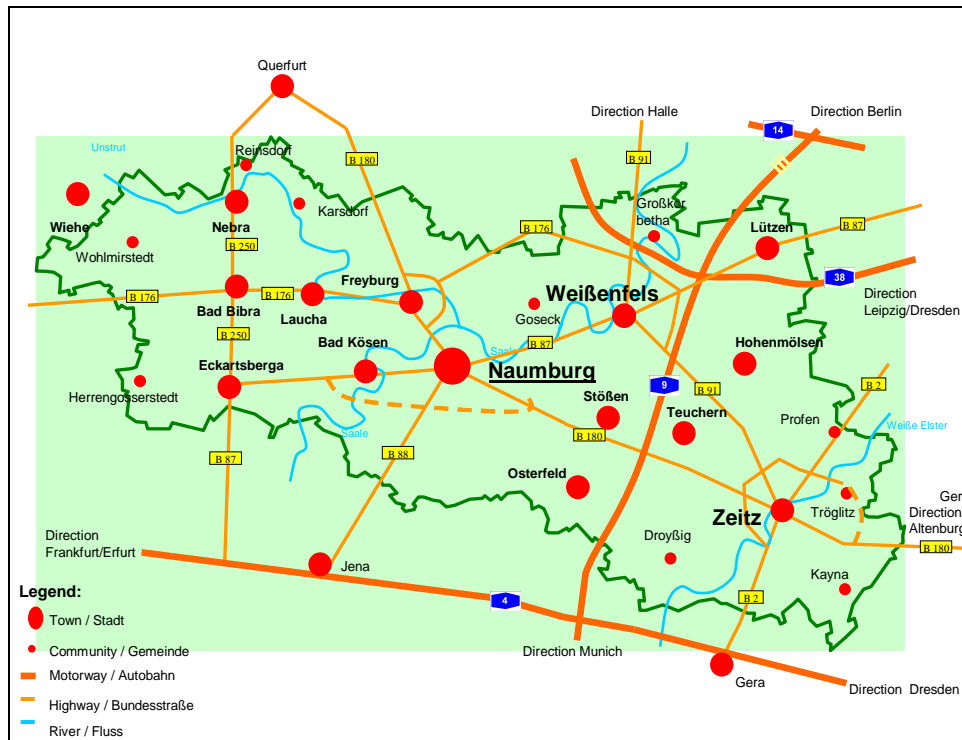
**Figure 2    Region Burgenlandkreis**



The most important towns are the county town Naumburg and the towns Weißenfels and Zeitz.

The good traffic infrastructure can be seen as a locational advantage of the county.

### Figure 3 Traffic infrastructure Burgenlandkreis



### Lower Silesia (Poland)

The name Lower Silesia has historical and geographical connotations. Currently the region is bound by the Nysa Łużycka river in the west; the watershed ridge of the Sudety mountains in the south; ice-marginal valley of the Barycz river; the southern frontiers of Wielkopolska in the north; and from the Nysa Kłodzka river, to Stobrawa, to the towns of Namysłów and Syców, to the Trzebnickie hills and to the riverhead of Barycz in the east. The strategic location of the region is determined by the proximity of the Czech Republic and Germany, and the junction of the East-West and the North-South trade routes, which, to this day, constitute one of the key traffic arteries in Europe.

The administrative function has been conferred to the Lower Silesia province since 1999. It was formed through the mergence of jeleniogórskie, legnickie, wałbrzyskie, wrocławskie and a part of leszczyńskie voivodeship (górowski county).

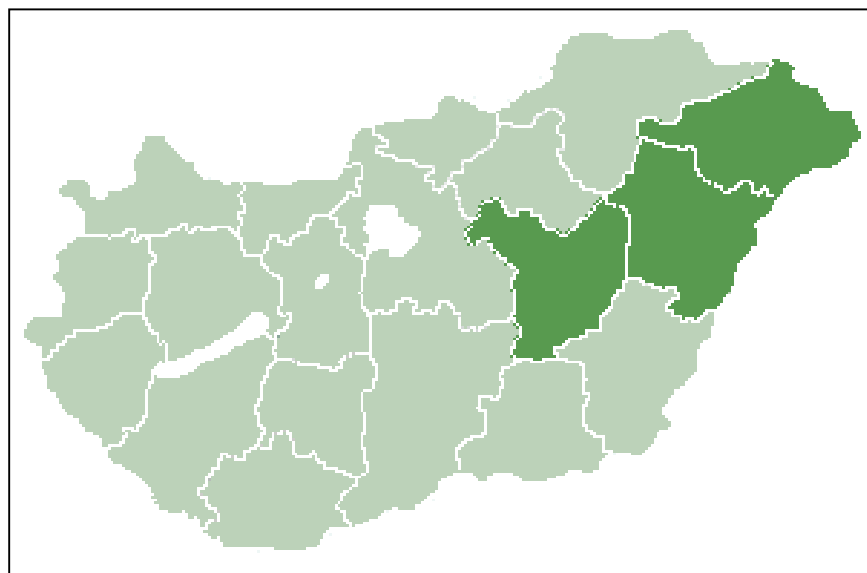
Four traffic routes of international importance are passing through the region. Extremely important are also the railways: connecting the Szczecin-Świnoujście seaport complex (serving the Nordic countries) with the countries of southern Europe. The regional transport-transit importance is additionally enhanced by the Oder watercourse.

### North Great Plain (Hungary)

Észak-Alföld, comprising three counties (Jász-Nagykun-Szolnok, Hajdú-Bihar and Szabolcs-Szatmár-Bereg), is bordered by Romania and Ukraine from the east, by the River Tisza from the north and by Hungarian counties from the south. The monotony of its plains is disrupted by saliferous and fresh-water lakes, dead channels surrounded by reeds, acacia trees and the blue ribbons of rivers flowing into the Tisza. Its territory covers nearly half of the Hungarian Great Plain, with an area of almost 17,729 square kilometres.

Due to its geographical location, the Észak-Alföldi Region could play a key role in freight transport logistics.

**Figure 4 Region North Great Plain (Hungary)**



### Novara

Novara is part of the region Piemonte.

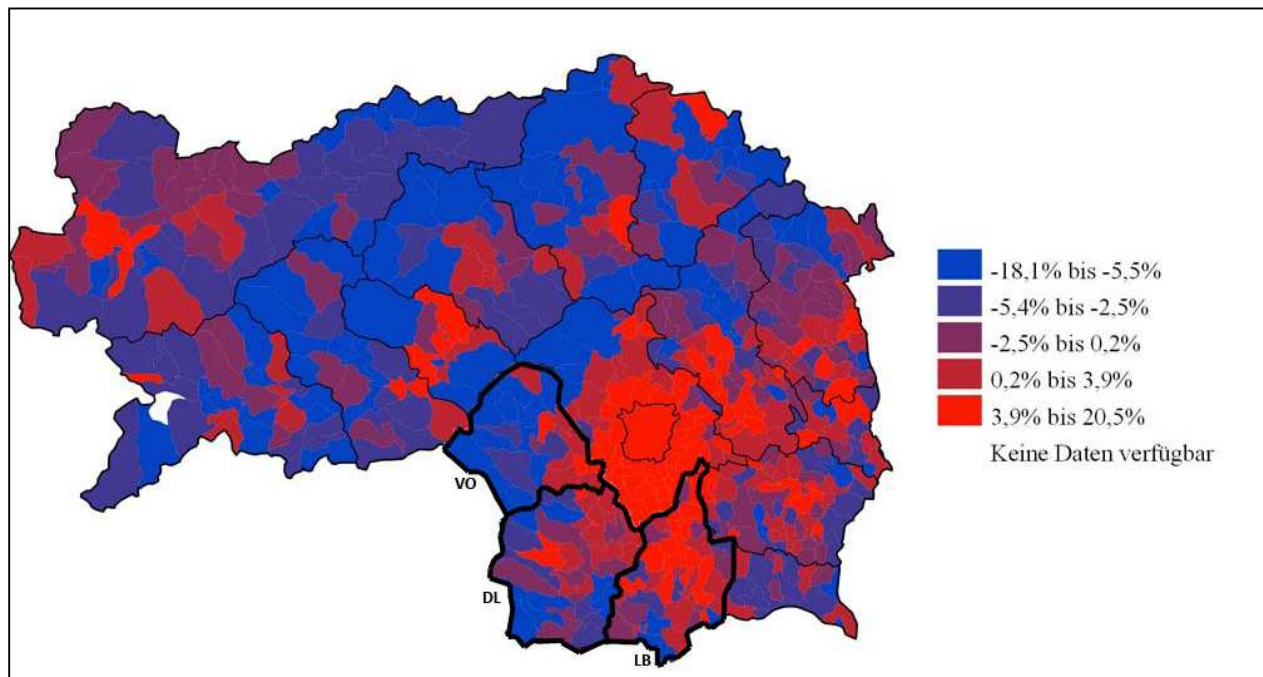
Territory:	1.339 <a href="#">km<sup>2</sup></a>
Inhabitants\residents	368.864 <i>per 31-12-2009</i>
Surface:	275,5 ab./ <a href="#">km<sup>2</sup></a>

**Figure 5 Region Novara (Italy)**



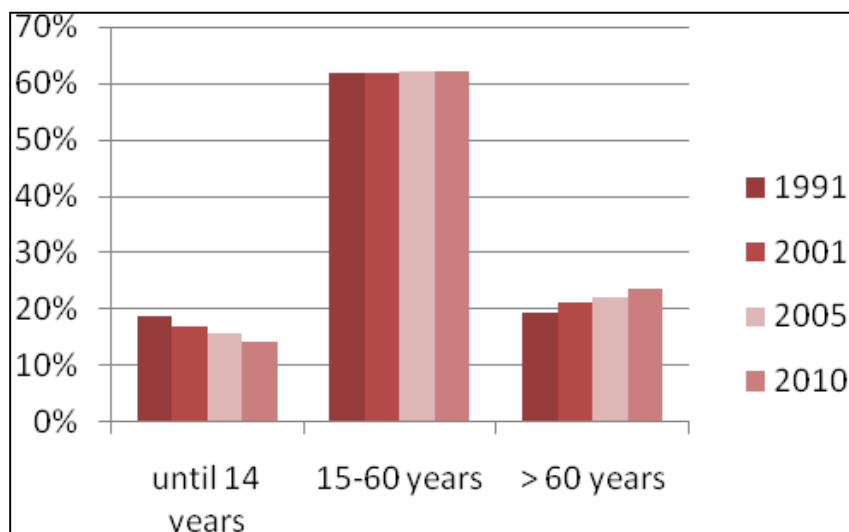
keep growing, by contrast most of the other municipalities in the region are facing declining population numbers. In particular the municipalities nearby the Slovenian and Carinthian borders and most municipalities in the district of Voitsberg are confronted with a gradual population decline because of their isolated location.

**Figure 6** Population development 2002-2009 in Styria



Source: Raumplanung Steiermark, modified

Population development with regard to age groups shows a clear trend towards an aging of the population. In the last nineteen years the population younger than 15 years dropped from 18,63% to 14,08% which is a decline of 2,75% whereas the number of people older than 60 years increased from 19,41% to 23,62% which is an increase of 2,44%. The number of people in the working age between 15 and 60 years remained stable.

**Figure 7 Changes in distribution of age groups in South West Styria 1991-2010**


Source: Statistik Austria

### Usti

The characteristic attribute of the Region is relatively **young population**. The average age in the Region is **less than 40 years** and in the number of live-born people for 1 000 inhabitants the Region ranks second in Czech after the Central Bohemia Region. Even in our Region the population ageing appears which copies the trend in the whole Czech Republic and in Europe. **The life expectancy** or very simply the probable life span of a newborn was in the Usti Region in 2008 78.5 years for women and 71.7 years for men. In spite of that, the life expectancy has increased in about the past fifteen years by ca 4 years especially thanks to the improvement of medical care, better accessibility of medicaments and the change of a lifestyle. In the Usti Region, as well as in other places of the Czech Republic, the life expectancy of women is naturally higher than of men.

**Table 2 Population structure by gender and age groups in Usti region, 2001 and 2009**

	2001	%	2009	%
Number of inhabitants in total (state on 31 <sup>st</sup> December)	819,450		836,198	
of that - men	401,323	49.0	412,619	49.3
women	418,127	51.0	423,579	50.7
of that - at the age of 0 - 14 years	136,459	16.7	127,116	15.2
15 - 64 years	582,808	71.1	594,705	71.1
65 years and more	100,183	12.2	114,377	13.7

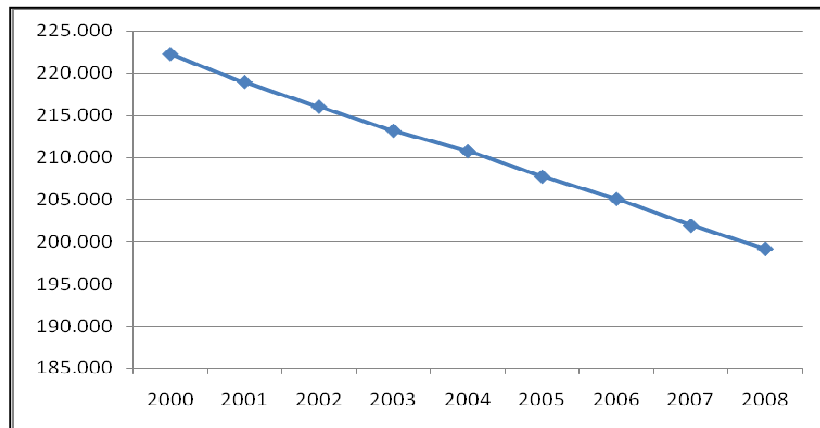
Source: CSO (Czech Statistical Office)

### Burgenlandkreis

A deep decline and aging of population in the county is to observe. Since 2000 the number of inhabitants decreased about 23.000 persons; the dramatic decline in the

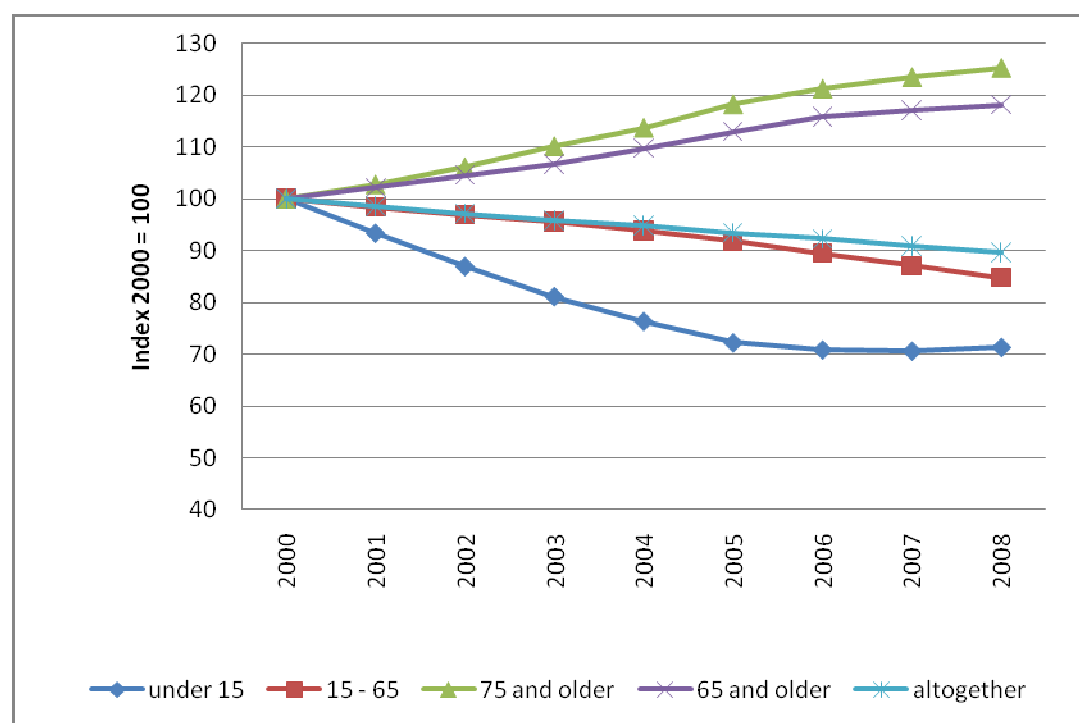
birth rate after 1990 now manifest itself in the small number of young people, just in that category of persons, which should provide the professional up-and-coming.

**Figure 8 Demographic development altogether in Burgenlandkreis, 2000-2008**



Source: Statistical administrative office Saxony-Anhalt, own chart.

**Figure 9 Development of population by age groups in Burgenlandkreis, 2000 – 2008, index 2000=100**

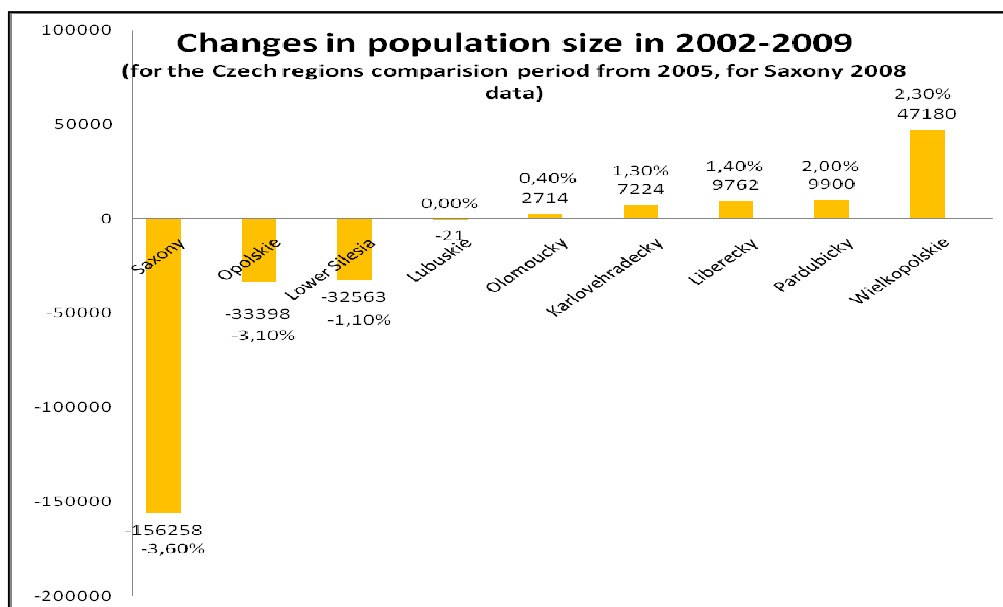


Source: Statistical administrative office Saxony-Anhalt, own chart.

### Lower Silesia

The Lower Silesia province, as it was already mentioned earlier, is inhabited by around 2 874,4 thousand people. Over the last few years, the population growth rate was steadily going down, however, after it had reached its lowest level of -1,4‰ in 2003, the rate started to grow and reached the level of -0,2‰ in 2008. According to the data from the Marshal's Office of the Lower Silesia, between the years 2002-2009 the population of the region decreased about 1,1% (32,5 thousand). Compared with other regions in the international neighbourhood (see Chart 1 below) it is worth noticing the basing difference with the Wielkopolska Region (Poland) and (to a lesser degree) regions of the Czech Republic, that places Lower Silesia at a disadvantage, creating serious challenges for the future.

**Figure 10. Changes in population size in Lower Silesia, 2002-2009**



Source: Marshal's Office of the Lower Silesia, 2010.

Statistical data also reveals that the fall of population numbers, in relation to 2004, have not been reported in all age-groups. A positive development is the rise of the population numbers in the age-group up to 4 years old, which could mark the reversal of the negative trend. However, according to the prognosis of Central Statistical Office (GUS), the population of the Lower Silesia will continue reporting a systematic fall. The GUS projections for the population growth rate until 2035 forecast a gradual decline of the population in the urban areas, whilst the rural areas will conform to the same trend after 2020. If the prognosis turns correct, in 2020 the population of the voivodship will decrease by 77,1 thousand people, and until 2035 consequently by 185,7 thousand.<sup>1</sup>

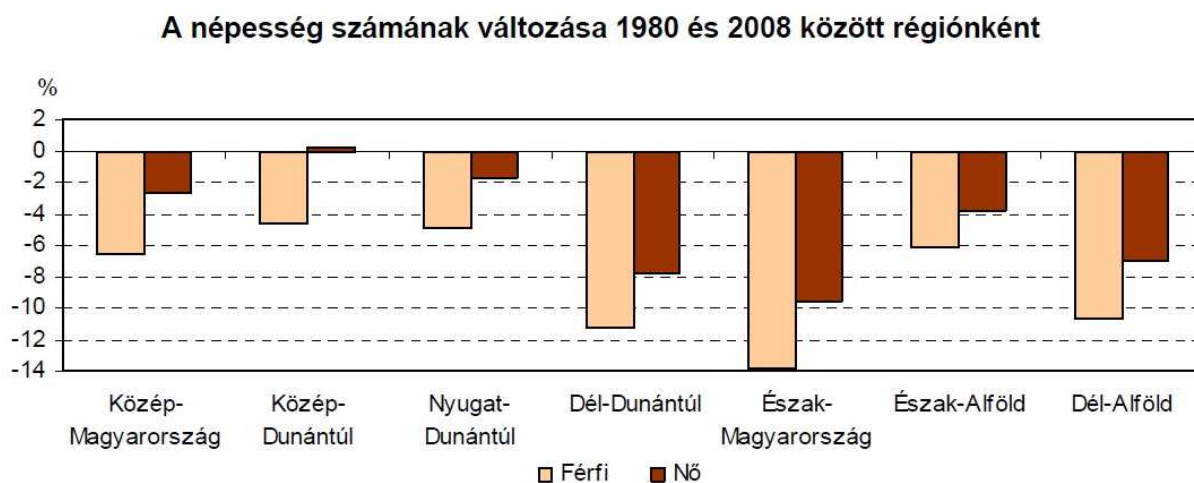
<sup>1</sup>Progniza rozwoju dolnośląskiego rynku pracy. Progniza zapotrzebowania gospodarki regionu na siłę roboczą w układzie sektorowo-branżowym i kwalifikacyjno-zawodowym w województwie dolnośląskim, Urząd Marszałkowski Województwa Dolnośląskiego, Warszawa 2010, p. 10.



### North Great Plain

In the Észak-Alföld Region the number of the population fell between 2001 and 2005; its extent was, however, below the national average. Thus, in respect of this indicator, it ranks 3rd among the regions. The reasons underlying the favourable trend are fundamentally standard demographic processes: although there has been natural waste in the Észak-Alföld Region recently, its extent (2003: 2.7‰; 2004: 2.2‰, 2005: 2.8‰) has long been the lowest in the country.

**Figure 11 Regional Population changes between 1980 and 2008 in Hungary**



**Figure 12 Population by gender, age, marital status, 1st January 2008 in Hungary**

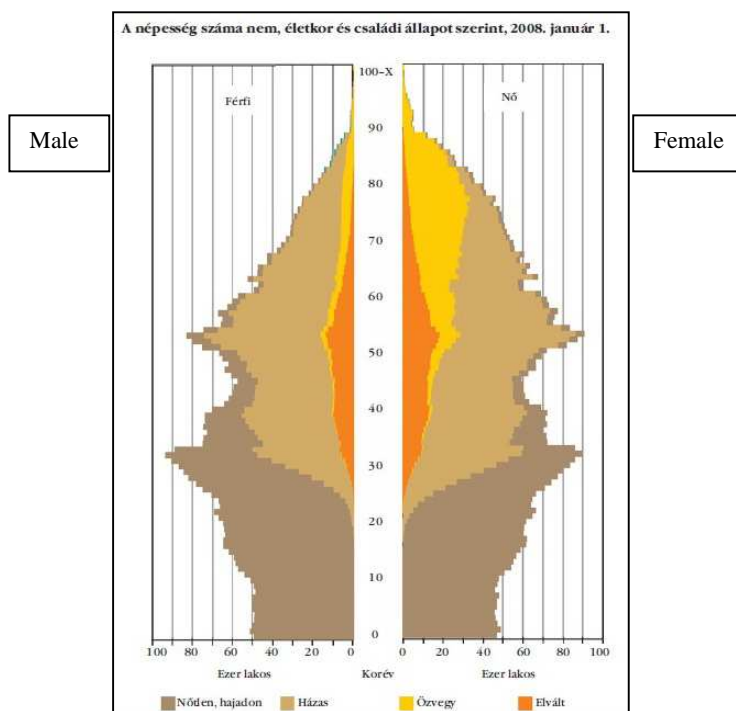
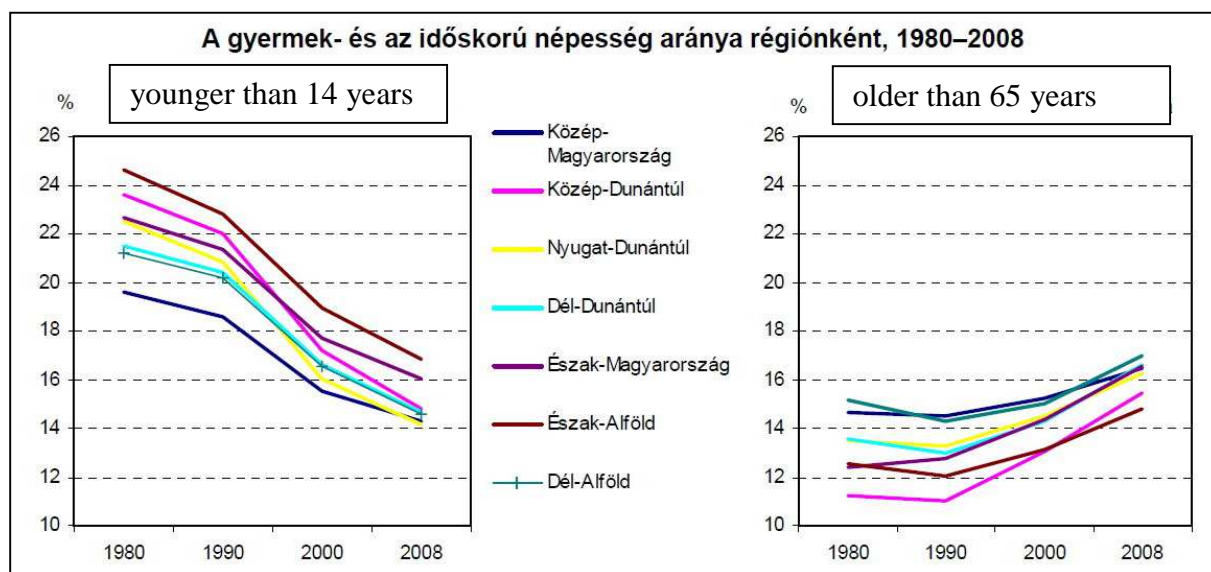


Figure 13 Young and adult relation by region, 1980-2008 in Hungarian regions



### Novara (Italy)

The status of the demographic situation of Novara in the province of Piemonte is shown in the following table.

**Table 3 Piemonte and Novara: Resident population by gender and age 2008**

Province e regione	MASCHI				FEMMINE				TOTALE			
	0-14	15-64	65 e oltre	Totale	0-14	15-64	65 e oltre	Totale	0-14	15-64	65 e oltre	Totale
Alessandria	25.183	139.322	46.980	211.485	23.970	137.149	66.122	227.241	49.153	276.471	113.102	438.726
Asti	14.379	70.511	22.220	107.110	13.335	69.143	30.568	113.046	27.714	139.654	52.788	220.156
Biella	11.401	59.440	18.847	89.688	10.883	58.756	27.987	97.626	22.284	118.196	46.834	187.314
Cuneo	41.179	191.128	56.128	288.435	39.184	184.851	73.550	297.585	80.363	375.979	129.678	586.020
<b>Novara</b>	<b>24.713</b>	<b>122.019</b>	<b>31.247</b>	<b>177.979</b>	<b>23.532</b>	<b>118.884</b>	<b>46.084</b>	<b>188.500</b>	<b>48.245</b>	<b>240.903</b>	<b>77.331</b>	<b>366.479</b>
Torino	151.694	743.864	213.287	1.108.845	142.899	747.922	291.324	1.182.145	294.593	1.491.786	504.611	2.290.990
Verbano-Cusio-Ossola	10.180	53.143	15.372	78.695	9.518	52.121	22.441	84.080	19.698	105.264	37.813	162.775
Vercelli	10.929	58.178	18.029	87.136	10.220	56.536	26.219	92.975	21.149	114.714	44.248	180.111
<b>PIEMONTE</b>	<b>289.658</b>	<b>1.437.605</b>	<b>422.110</b>	<b>2.149.373</b>	<b>273.541</b>	<b>1.425.362</b>	<b>584.295</b>	<b>2.283.198</b>	<b>563.199</b>	<b>2.862.967</b>	<b>1.006.405</b>	<b>4.432.571</b>

Source: ISTAT

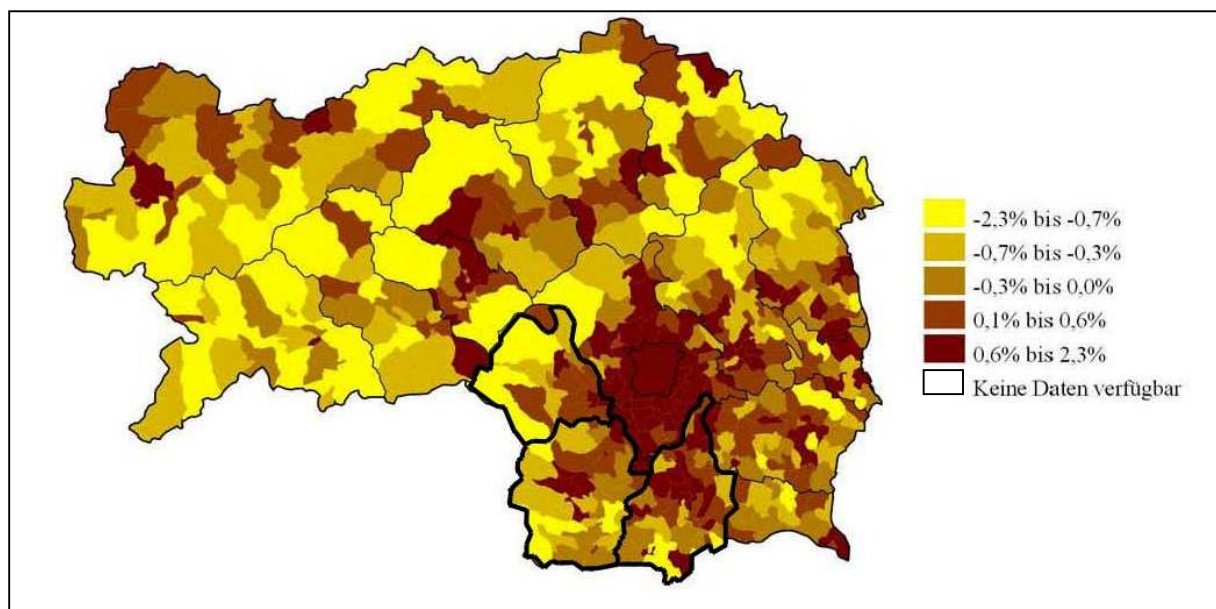
In the years between 1991 and 2009 Novara had a demographic increase from 3 to 8% per year. The natural increase was negative but the immigration rate (32-42%) was higher than the emigration rate (24-29%). Overall, there was an increase in demographic development.

## 2.3 Migration

### *South West Styria*

Concerning migration patterns there are huge differences within the region. Small and isolated municipalities like Soboth (DL) or Salla (VO) are confronted with a constant decline in residents. On the other hand, municipalities in the surroundings of Graz or on the axis Graz-Maribor keep growing constantly. This explains the negative migration balance of the districts of Deutschlandsberg and Voitsberg whereas the district of Leibnitz keeps growing slightly (Tab.4). A trend towards the regional centres like Leibnitz (+10,4% from 2001-2009) and Deutschlandsberg (+2,8%) can be observed.

**Figure 14 Migration balance in Styria 2002-2008**



Source: RP Steiermark, modified

**Table 4 Migration balance per district 2001-2009 in South West Styria**

District	Absolute	Relative
Deutschlandsberg	-444	-0,70%
Leibnitz	1.629	2,20%
Voitsberg	-901	-1,70%
<b>Total</b>	<b>284</b>	

(left): Migration balance per district 2001-2009 (Steirische Statistiken, 2009)  
 (left below): Top 10 losers 2001-2009 (Steirische Statistiken, 2009)  
 (below): Top 10 winners 2001-2009 (Steirische Statistiken, 2009)

Municipality	District	Absolute	Relative
Salla	VO	-56	-15,80%
Soboth	DL	-59	-14,00%
Wielfresen	DL	-89	-12,80%
Gößnitz	VO	-68	-12,70%
Pack	VO	-62	-12,30%
Hirschegg	VO	-91	-11,70%
Kloster	DL	-27	-11,60%
Modriach	VO	-27	-11,00%
Schloßberg	LB	-128	-10,60%
Piberegg	VO	-44	-10,30%

Municipality	District	Absolute	Relative
Freiland b. DL	DL	16	12,50%
Leibnitz	LB	717	10,40%
St. Johann - Köppling	VO	159	9,90%
Gralla	LB	169	9,50%
Berghausen	LB	50	8,40%
Söding	VO	159	8,10%
Gundersdorf	DL	29	7,50%
Empersdorf	LB	75	6,20%
Lannach	DL	189	6,10%
Wildon	LB	133	5,70%

Source: Steirische Statistiken 2009

### Usti

Most incomers and leavers are in the age group 20 - 44 years. The difference between incoming men and incoming women has been significantly increasing since 2003. In 2008 there were 63 % of men out of the total number of incomers. In 1999 the number of incoming men and incoming women was almost equal.

Also in the number of leavers the number of men is higher than the number of women. In 2008 there were 58 % of men out of the total number of leavers. This difference has gradually appeared since 2001, whereas in 2000 the number of leaving women was slightly higher.

**Table 5 Population growth by migration in Usti region**

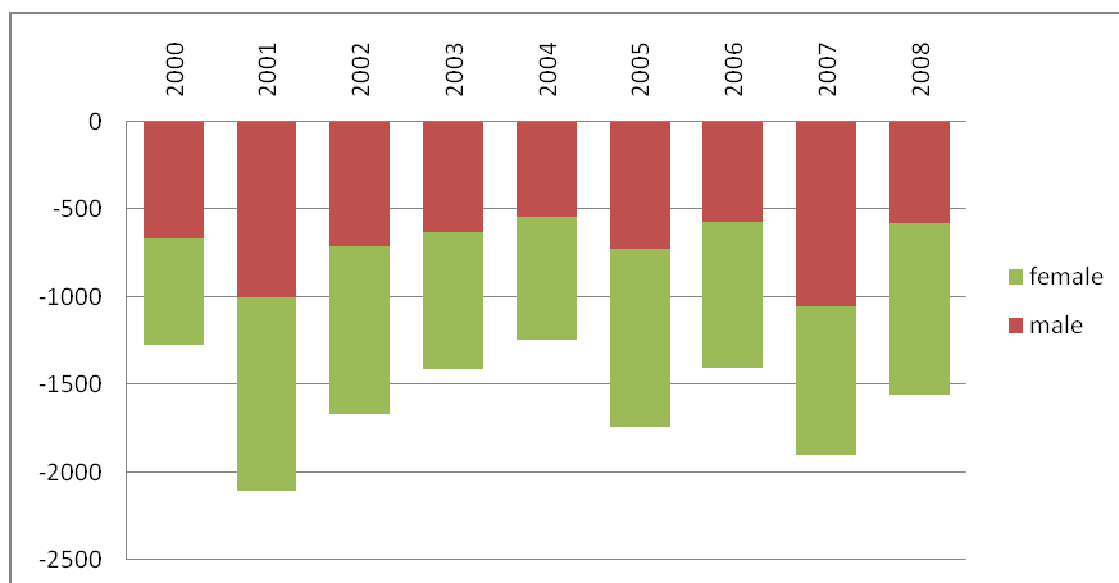
	2001	2002	2003	2004	2005	2006	2007	2008
<b>Population growth by migration</b>	<b>17</b>	<b>1,365</b>	<b>2,072</b>	<b>1,590</b>	<b>1,266</b>	<b>-124</b>	<b>6,941</b>	<b>3,489</b>
of that: men	-186	553	1,167	1,027	1,109	162	4,464	2,666
women	203	812	905	563	157	-286	2,477	823
of that - at the age of: 0 - 14	315	762	583	291	146	117	278	173
15 - 64	-473	401	1,392	1,127	1,000	-403	6,440	3,158
65 +	175	202	97	172	120	162	223	158

Source: CSO

### Burgenlandkreis

On the top of that the natural development of population is increased by the important emigration of the county of Burgenland. Remarkable in this context is the strong emigration overage of women. Especially young women, and with them potential mothers-to-be, emigrate out of the county. This is an additional negative factor to the forecast of regional development of population.

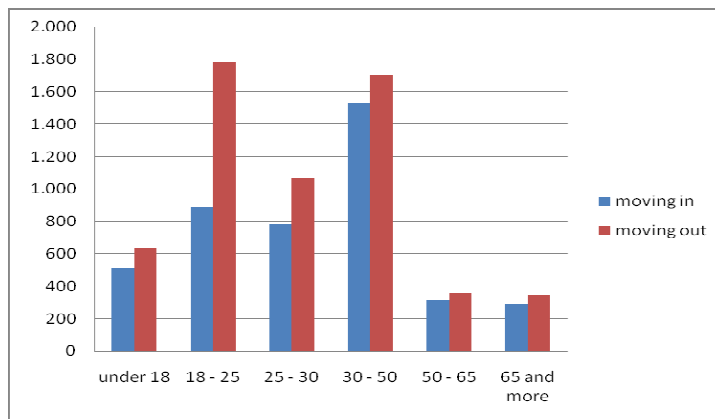
**Figure 15 Migration balance by gender, 2000 - 2008 in Burgenlandkreis**



Source: Statistical administrative office Saxony-Anhalt, own chart.

Migration of young people is nothing unusual. The stage of life between 16 and 30 years of age always happened to be a time of particular changes in personal life like apprenticeship, study, entering into employment and family formation. Central challenge of county Burgenland is to become an attractive location for living and working, so young people after their apprenticeship or study will come back and people of other regions immigrate to the county.

**Figure 16 Migration movement by age groups 2008 in Burgenlandkreis**



Source: Statistical administrative office Saxony-Anhalt, own chart.

### Lower Silesia

The migration processes should be analyzed on a three-level structure: foreign migration, inter-regional migration and intra-regional movement of people. **The first** and foremost, we must investigate the emigration from the region to different countries. These are usually young people, often speaking foreign languages, whose main motivation is to earn money. This group also includes well-educated and highly-skilled workers, the outflow of whom is highly unfavorable for the perspective of the region's development. **In the second** case, the focus is on the migration of the workforce to Warsaw. Poland's capital is a magnet for the young, talented and open-minded people, who consider the career as their primary objective. However, the Lower Silesia - dynamically developing region with the city of Wrocław as its "showcase" - is an attractive alternative for the people from the neighbouring voivodeships, especially the opolskie and the lubuskie. **Thirdly**, we should be aware of an unequal economic and social growth of different parts within the province itself. These internal disproportions result in the intra-regional migration from the poorer districts to the major centers of the region. Equally, this process is heightened by the outflow of the people from the rural areas.

The brief analysis of the migratory movements in the Lower Silesia allows one to argue that after the initial increase in the outflow of the population from the region and the growing negative balance of migration, at present, we can observe the reversal of this tendency, and in the case of male population one could even talk about the favourable balance.

**Table 6 Internal and international migrations in the Lower Silesia Region 2004-2009 by sex**

		2004	2005	2006	2007	2008	2009
Registrations	total	903	772	1 171	1 785	1 771	1 940
	males	438	378	627	935	988	1 227
	females	465	394	544	850	783	713
Deregistrations	total	1 419	1 691	5 201	3 702	3 457	2 164
	males	656	821	2 925	2 168	1 752	979
	females	763	870	2 276	1 534	1 705	1 185
Net migration	total	-516	-919	-4 030	-1 917	-1 686	-224
	males	-218	-443	-2 298	-1 233	-764	248
	females	-298	-476	-1 732	-684	-922	-472

Source: Own study on the basis of Regional Bank of Data, Central Statistical Office.

It could mean that the repercussions of the world economic crisis had a rather mild impact on the general condition of the Lower Silesia. The region became an attractive place for the returning workers, as well as for the people from the outside of the province.

### North Great Plain

The situation looks more dismal in respect of migration. The Region has long been regarded as a “population emitter”, with the resultant negative migration balance.

A look at the trends in the counties reveals that the majority of the settlements where the number of the population has increased are in the vicinity of Debrecen, Nyíregyháza and Szolnok, which is attributable primarily to emigration from the county towns. At the other end of the spectrum, too, there emerges a spatial trend: the majority of the settlements with a shrinking population are situated on the peripheries, where access is difficult, in the vicinity of the county boundaries or the state frontier.

One part of the balance of migration is inside the national boundary, namely the national migration, the other part comes from the international migratory movement. The balance of the two processes had a negative sign and their volume was also significantly different at the Northern Hungarian Plain. Between 2000 and 2007 national migrations caused a considerable and increasing loss, while international migration resulted in profit. The surplus of the external migration did not fully compensate the decrease caused by the internal migratory process. This situation is true for all three counties of the region. Nevertheless, inside the area - taking into consideration the number of inhabitants of the counties- it is Hajdú-Bihar county that showed a relatively small loss, while Jász-Nagykun-Szolnok and Szabolcs-Szatmár-Bereg counties had a considerable internal migration loss.



Figure 17 Domestic,international migration margin in the North-Great Plain

Belföldi, nemzetközi vándorlási különbözet az Észak-Alföldön

Term	Total	Ebből		
		Hajdú-Bihar	Jász-Nagykun-Szolnok	Szabolcs-Szatmár-Bereg
Domestic				
2000	-2 264	-536	-358	-1 370
2001	-2 170	-322	-411	-1 437
2002	-3 197	-239	-730	-2 228
2003	-4 449	-1 032	-1 068	-2 349
2004	-3 616	-514	-905	-2 197
2005	-4 553	-1 039	-1 399	-2 115
2006	-6 380	-1 323	-2 259	-2 798
2007	-7 979	-1 049	-2 667	-4 263
2000–2007. évek átlaga	-4 326	-757	-1 225	-2 345
International				
2000–2007. évek átlaga	1 364	538	264	562

On the Northern Hungarian Plain, between 2000 and 2007, the migratory movement -both the national and international- resulted in a loss of three thousand people, which was less by 500 heads than the decrease of the remainder of the births and deaths. However, the tendency of decrease of wondering was intensifying to a great extent in the period under survey, and since 2005, it caused the greater half of the shrinking of population and it grew to two-thirds in 2007.

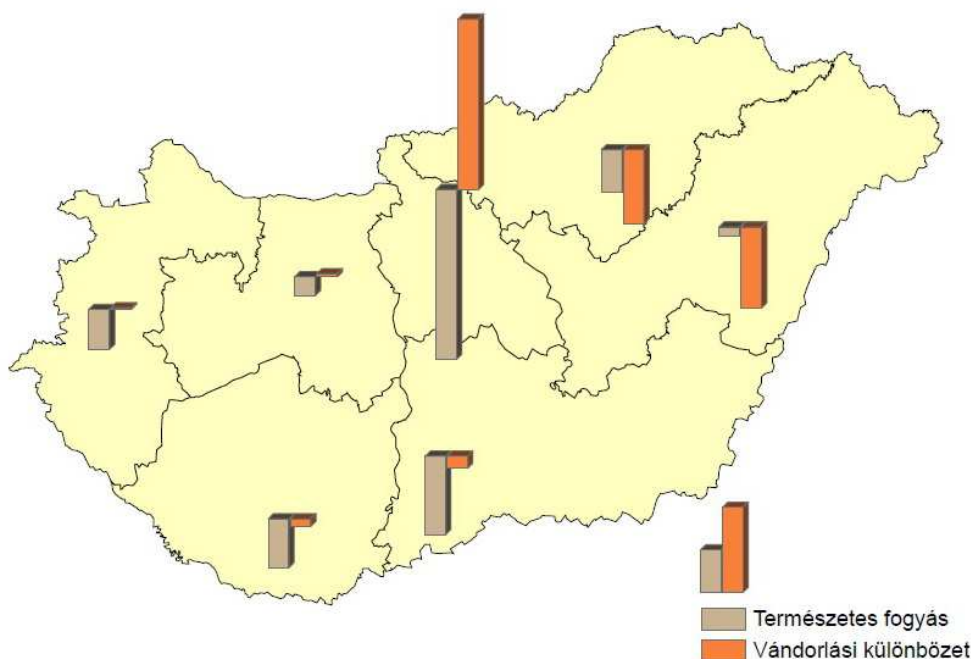
The changing of the permanent residence indicates the final intent of migration. From other regions, 7-8 thousand people changed their permanent residence to this region between 2000- 2007. In the meantime, a much more significant number of people migrated from the Northern Hungarian Plain for the same reason, and their number even grew in tendency. At the beginning of the millennium this number of those who left the region with a final intention, was below 10 thousand, in 2007 -however- it rose to 13 thousand. Owing to this, the balance of the national migration showed a growing absense, in 2007 it indicated a 5-6 thousand head lack.

Figure 18 Permanent domestic migration in the North Great Plain

Állandó belföldi vándorlások az Észak-Alföldön				
Term	Inside the region	Border of the region		Balance
		TO	AWAY	
2000	23 187	8 066	9 657	-1 591
2001	23 049	7 554	9 723	-2 169
2002	24 477	8 038	10 853	-2 815
2003	24 645	7 522	11 091	-3 569
2004	22 450	7 534	10 171	-2 637
2005	23 546	7 309	10 470	-3 161
2006	26 495	7 474	12 405	-4 931
2007	24 881	7 350	12 918	-5 568
2000-2007. évek átlaga	24 091	7 606	10 911	-3 305

Figure 19 Domestic migration margin for 1000 inhabitant, 2008 in Hungary

A természetes fogyás és a belföldi vándorlási különbség, 1980-2007



The situation of the regions -in this case- also formed as shown in case of permanent migrations. The greatest deficiency of the constant migratory movement between 2000 and 2007 was noted in the Northern Great Plain, on yearly average it was 3300 heads. The difference of the temporary migration decreased -in a greater extent- the population of Northern Hungary to a greater extent than the population of the Northern Great Plain.

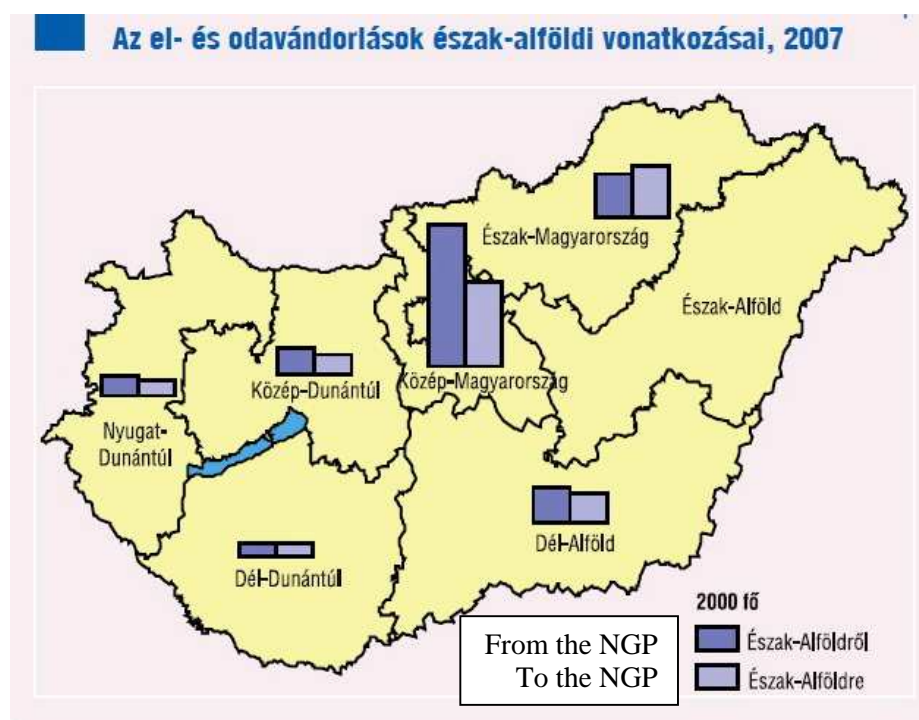
Besides examining the national migrations in respect of their characteristic in volume it is also important to analyse their direction, too. The main and growing destination of migrations from the Northern Great Plain is Central Hungary. In 2000 half of the migrants, in 2007 almost six tenth of the migrants registered their residency -as permanent or temporary- in Central Hungary. Out of all migrants, 16% migrated to the Transdanubian region for permanent or temporary residency purposes.

Between 2000 and 2007, the extent of migration grew- except for the Southern Transdanubian region. The most significant growth of migrations can be noted towards Central Hungary.

In spite of its migratory deficiency, Northern Great Plain is also a receptive region. The rank of those regions accepting temporary or permanent migrants corresponds to those leaving the region. This means, that most migrants come to the region from Central Hungary and Southern Great Plain. The proportion of the Transdanubian regions is moderate, the most significant one is of Central Transdanubian.

67-68% of migrants to Northern Great Plain settle in cities of the region.

**Figure 20 Migration from/ to the North Great Plain 2007**



Seven tenth of those migrating from the region was below the age of 35, both in case of permanent and temporary migration. In case of permanent migrants, those between the age of 0- 14 take part up to 18%, almost a four tenth proportion is presented by those at the age of 25-34. This can be partially explained by the fact that one of the most populous constituents of the group of migrants are young parents and their children, respectively families and also single young adults. In case of temporary migration, there is a much

smaller proportion of children than in case of permanent migration, while the ration is much higher in case of the age group of 15-24 years old (25%). Besides the aim of working, this indicates the emphasis of migration for learning purposes, in case of temporary migration. The mobility of the population differs in respect of gender. According to the data of year 2007, 53% were women of the growing number of the population both in case of permanent and temporary migration, too. The greater proportion of women in migration can be explained by their greater ratio in appearance at secondary and university education. The main characteristics of the migrating into the region are -on the whole- similar to those migrating from the region.

## 2.4 Economic structure

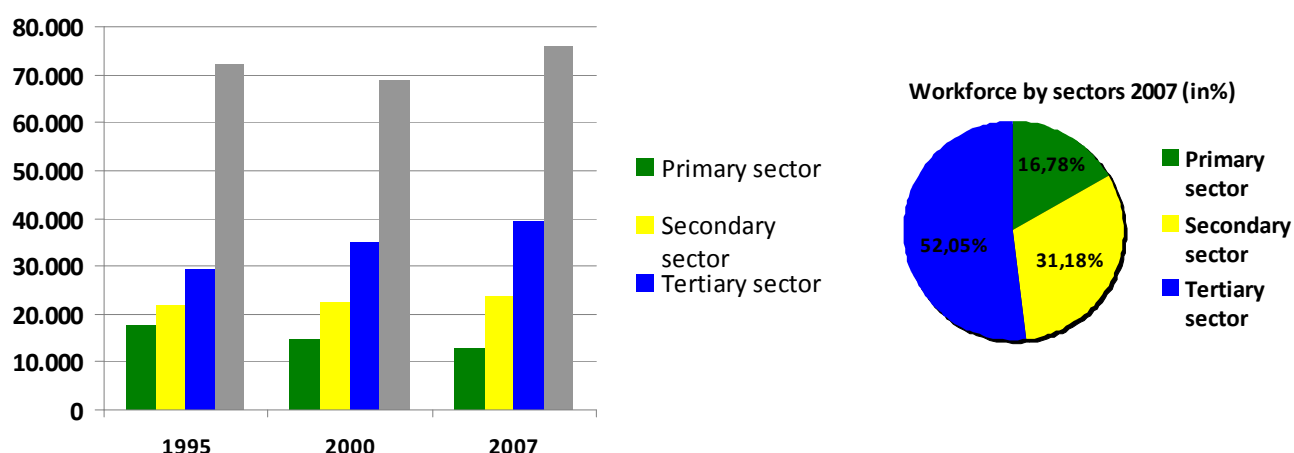
### *South West Styria*

Agriculture and industry play an above-average role in the economy of the region South-West-Styria. However the economic structure changed considerably during the last years towards a more service-oriented economy (Figure 19). Some parts of the region focus on the development of tourism (e.g. "Südsteirisches Weinland").

The economic structure of the district of Voitsberg is still being dominated by its industrial and mining tradition. Although it is also changing gradually towards a less industrially oriented economy, the district of Voitsberg is still a leading industrial location in Styria.

In all three districts, the building sector and the automobile industry (Auto-Cluster Styria, ACStyria) are very important and offer the most jobs of the secondary sector.

**Figure 21 Development of workforce by sectors 1995-2007 in South West Styria**



Source: Statistik Austria

**Table 7 Development of workforce by sector in percentage 1995 - 2007 in South West Styria**

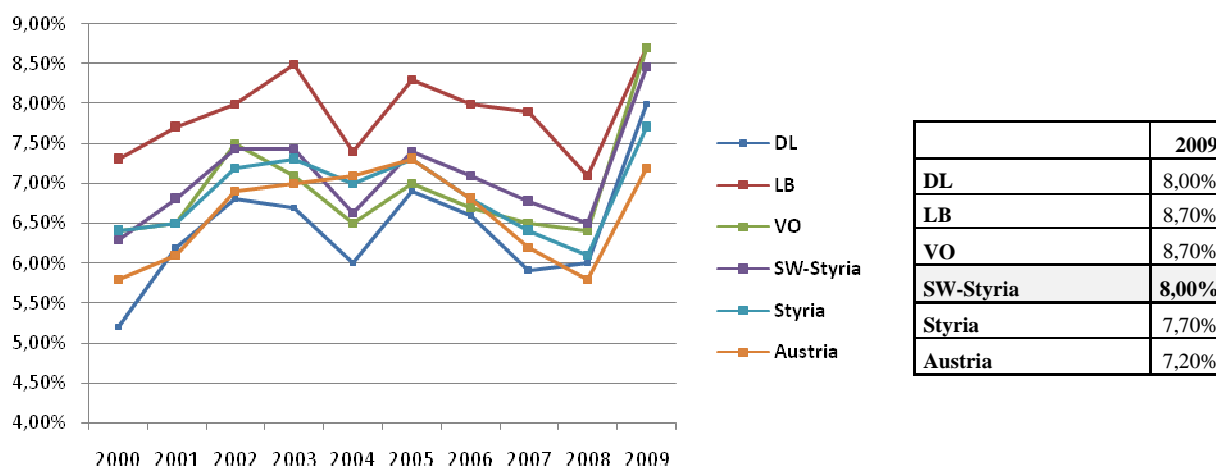
	1995-2000	2000-2007
<b>Primary sector</b>	-16,48%	-13,61%
<b>Secondary sector</b>	3,67%	4,42%
<b>Tertiary sector</b>	18,37%	13,22%
<b>Total</b>	4,80%	4,85%

	Absolute	Relative
<b>Primary sector</b>	12.700	16,78%
<b>Secondary sector</b>	23.600	31,18%
<b>Tertiary sector</b>	39.400	52,05%
<b>Total</b>	75.700	100%

Source: Statistik Austria

Unemployment rates in South-West-Styria have been highly above the Austrian and Styrian average during the past 10 years. The average unemployment rate has been around 8%, the districts of Leibnitz and Voitsberg had the highest unemployment rate in 2009 (8,7%).

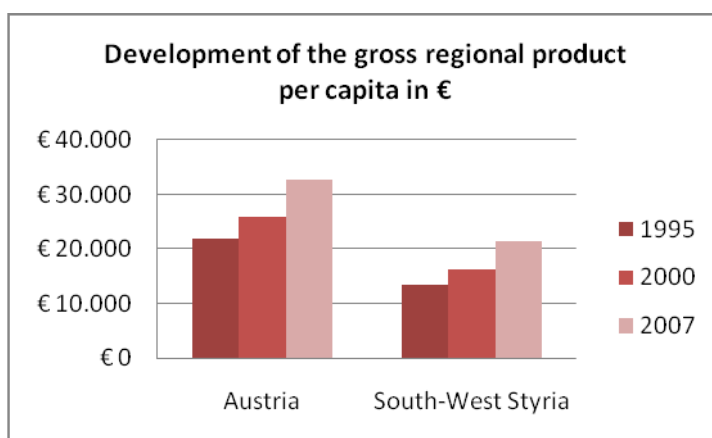
**Figure 22 Development of the unemployment rate 2000-2009 in South West Styria**



Source: AMS

Due to the complex calculation of the gross regional product (GRP) the latest figures were published in 2007. In 2007 the GRP in the NUTS III region South-West-Styria amount € 21.300 per capita (Tab.10). It was well below the average Austrian GRP of € 32.600 per capita (65,34%).

**Figure 23 Development of the gross regional product per capita 1995-2007 in South West Styria**



GRP p. cap. 2007	absolute	relative
Austria	32.600	100,00%
Styria	26.433	81,08%
South-West Styria	21.300	65,34%

Source: Statistik Austria

### Usti

The economic structure of the Usti Region is in main attributes very similar to the rest of the Czech Republic. The biggest share of performance comes from services and the processing industry. However, in some respects the economy of the Region significantly differs in favour of energetics and mining. While the importance of mining slightly declines in the long term, the proportion of energetics is stable. On the contrary, for example the proportion of agriculture is traditionally smaller in comparison to the entire CR.

Productivity of labour (measured by the gross domestic product per an employed person) is around 92 % of the average of the entire CR in the Usti Region (and 102 % of the average of the CR excluding Prague).

Unfortunately, the Usti Region counts among the regions with the least convenient situation in the labour market which was primarily caused by structural changes of economy during transformation. In the long term, one of the highest unemployment and relatively one-sided specialization of labour force in the past rates the Region among the regions affected by structural changes, and the entrepreneurs and investors who come here receive higher incentives and subsidies than in other regions.

However it applies that the situation has got significantly better in the past years. Since 2004 until now, the unemployment rate has been continuously decreasing in the Region as a whole and also in all districts. From the values about 12-23 % in 2004 the unemployment rate has decreased to 8-13 %. It also applies that the decrease was the fastest in the districts with the highest unemployment rate which can be assessed positively. Thanks to that the unemployment rate itself decreased but also its variability in individual districts, it means the regional differences in unemployment rate have radically decreased.

**Table 8 Selected data of the Usti Region - organizational statistics (state on 31st December), 2004 - 2008**

	2004	2005	2006	2007	2008	2009
Economic entities	163,874	166,219	169,083	171,940	175,521	174,621
of that - natural persons	133,978	134,900	136,098	136,889	137,821	135,545
of that - traders	118,656	119,283	120,431	121,672	122,547	126,147
legal entities	29,896	31,319	32,985	35,051	37,700	39,076
of that - business organizations	13,403	13,855	14,382	15,089	15,818	16,373
of that - with the number of employees						
1 - 9 employees	15,467	13,805	14,573	14,607	14,662	14,293
10 - 49 employees	3,269	3,074	3,139	3,168	3,122	3,036
50 - 249 employees	770	777	794	785	804	763
over 250 employees	141	137	142	149	143	131
of that - with prevailing activity: <sup>1)</sup>						
agriculture, forestry, fishing	8,638	8,670	8,689	8,808	8,930	4,940
industry	19,325	19,491	19,482	19,475	19,191	19,746
building industry	20,669	21,128	21,803	22,726	23,433	24,171
business, accommodation and catering	59,491	59,984	60,929	61,839	61,189	60,386

Source: CSO

\*) in 2009 the register of the legal form 103 Individual farmer finished (ca 65 thousand entities in the Czech Rep.)

1) since 2008 according to CZ-NACE classification

The Region specific is a high number of companies focused on a heavy industry, especially mining and power engineering. Over 6 % of all employees of the Region work in such branches.

**Table 9 Selected data of the Usti Region – employment, 2004 - 2008**

	2004	2005	2006	2007	2008
Number of inhabitants at the age of 15 and more (thousands of people) <sup>1)</sup>	689.5	692.8	695.7	698.2	706.8
of that - economically active (labour force)	418.6	418.8	420.8	401.6	404.2
of that - employed in the national economy in total	358.1	357.9	363.1	361.6	372.0
of that - in agriculture, forestry and fishing	8.0	9.2	9.9	9.3	10.5
in industry and building industry	137.6	146.6	149.2	154.5	161.3
in market and non-market services	212.5	202.0	204.0	197.8	200.1
economically inactive	270.8	274.1	274.9	296.7	302.7
of that - old-age and invalid pensioners	167.4	170.7	164.3	173.8	176.6
pupils and students	56.5	59.4	60.7	63.4	54.5
Average registration number of employees (thousands of natural persons) <sup>2)</sup>	278.6	277.1	277.2	284.3	.

Source: CSO

1) Selective investigation of labour force, in 2001 the data are weighed to the data of a demographic statistics with the reflection of SLDB 2001

2) including entrepreneurial entities of up to 20 employees, workplace in the Region

The Usti Region participates by 6.5 % in the gross domestic product of the Czech Republic. The efficiency of economy measured by the gross domestic product per an inhabitant of



the Usti Region reaches approximately 80 % in comparison to the average of the whole Czech Republic. However, the importance of the Region in the Czech Rep. slightly declines from the long-term point of view. But in the last seven years the Usti Region copied the development trend of the entire Czech Republic and increased on average by 4 % annually.

**Table 10 Selected data of the Usti Region - macroeconomics\*), 2004 - 2008**

	2004	2005	2006	2007	2008
Gross domestic product (mil. CZK)	186,273	194,889	209,997	224,225	237,402
per 1 inhabitant (CZK)	226,991	236,810	255,100	271,616	284,558
per 1 inhabitant (CR = 100 %)	82.3	81.2	81.3	79.3	80.5
<b>GDP development in stable prices (previous year = 100)<sup>1)</sup></b>	<b>101.6</b>	<b>105.3</b>	<b>106.2</b>	<b>102.2</b>	<b>103.2</b>
Gross added value (mil. CZK)	167,407	174,733	189,487	201,555	213,744
share of the tertiary sector (%)	46.8	48.5	48.0	48.2	47.0
Formation of the gross fixed capital (mil. CZK)	41,690	39,915	44,279	60,558	.
per 1 inhabitant (CZK)	50,804	48,500	53,789	73,357	.
per 1 inhabitant (CR = 100 %)	71.3	66.9	69.3	85.1	.
Net disposable income of households (mil. CZK)	98,938	104,314	113,493	121,284	132,392
per 1 inhabitant (CZK)	120,566	126,752	137,869	146,918	158,690
per 1 inhabitant (CR = 100 %)	88.1	88.1	88.8	86.8	87.3
Export (mil. CZK)	119,271	131,071	144,828	156,658	158,867
of that to EU <sup>2)</sup> (%)	87.4	86.3	87.3	88.5	88.7

Source: CSO

\*) data are reviewed retrospectively; if not otherwise stated, the data are in common prices

1) stable prices of 2000 used till 2003, stable prices of the previous year used from 2004

2) till 2006 the data are per EU 25, from 2007 the data are per EU 27

### **Burgenlandkreis**

During the last years the economical development has been very dynamic. This is remarkable therefore, that the county especially in main branches (like mining and coal conversion, chemical industry, mechanical engineering and construction) was hidden by the deep structural changing. Today the county of Burgenland provides economical potentials in many different branches, which should be developed furthermore. Particularly in the manufacturing sector a number of new settlements could be realized and with them the economic output increased considerably. Nevertheless the aftermath of the structural economic changes can still be noticed, i.e. in the outstanding unemployment compared with averages of Saxony-Anhalt or whole Germany. However the number of employed persons during the last years increased due to the growth of the manufacturing industry in the region.

Today's economic structure is still dominated by an agrarian-industrial complex (agriculture, manufacture of food products and beverage, renewable resources, wine-growing) as well as brown coal mining. Important potentials are expected in metalworking industry, logistics, health economy, intermediate input production und manufacturing renewable



resources. A lot of productive handcraft enterprises are to be added. Moreover a beautiful landscape, rich architecture, cultural offers and the special wine-growing atmosphere make the county of Burgenland to be a touristic important region.

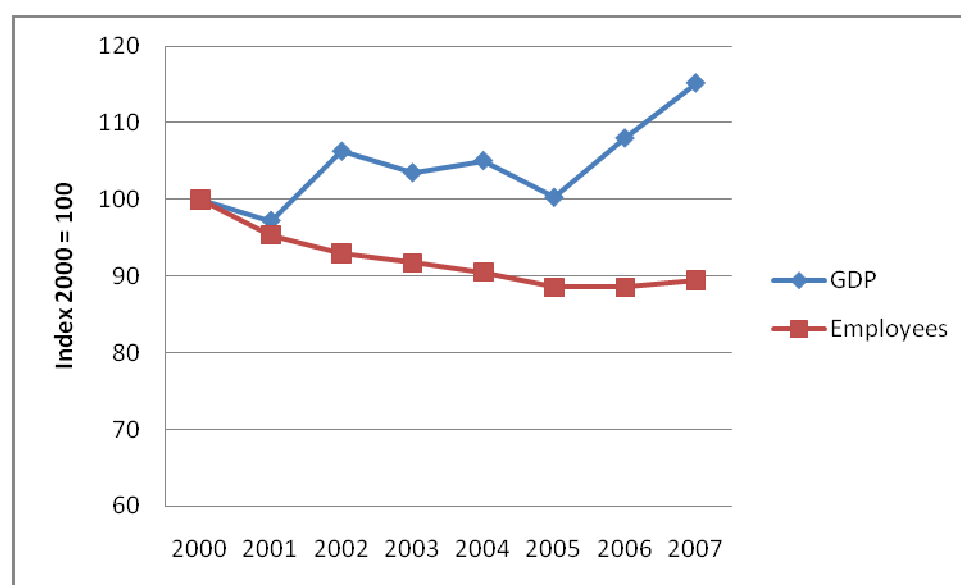
**Table 11 Economic Development of Burgenlandkreis 2000 - 2007**

Gross domestic product /gross value added								
In nominal terms in million EUR								
	2000	2001	2002	2003	2004	2005	2006	2007
Gross domestic product	3.421	3.325	3.636	3.540	3.594	3.429	3.695	3.942
Gross value added	3.079	2.997	3.279	3.189	3.249	3.095	3.332	3.532
Agriculture, hunting and forestry, fishing	92	101	83	80	82	55	50	65
Manufacturing industry	913	868	921	895	954	849	1.050	1.237
Manufacturing sector	458	464	491	496	520	493	677	841
Construction	277	240	228	182	206	163	173	202
Services	2.074	2.027	2.275	2.213	2.213	2.192	2.232	2.231
wholesale, hotels and restaurants, transport, storage and communication	565	550	588	612	609	592	637	645
Financial intermediation, real estate, renting and business activities	612	582	673	608	638	645	648	657
Public and private services	898	895	1.014	993	966	955	947	929

Source: VGR der Länder

The rate of unemployment dropped in the last years to 15,3% in 2009 from 23,3% in 2000 but is still rather high.

**Figure 24 Development of gross domestic product and working force in Burgenlandkreis, 2000-2008, Index 2000=100**



Source: Statistical administrative office Saxony-Anhalt, own chart.

### Lower Silesia

The region's economic growth is mainly based on: institutional potential; highly-skilled and well-educated human resources; region's natural resources and investors. The Lower Silesia became an important centre of the automotive, home appliances and pharmaceutical industry, and above all, a developing centre for commercial (bank and accountancy) services and R&D.

Historical conditionality of the development of Lower Silesia contributed to the diversification of the region's economic structure. It is reflected in the workforce structure according to the economic sector.

**Table 12 The structure of employment in Lower Silesia between 2004-2008 (in%)**

Year	2004	2005	2006	2007	2008
Total	100,00	100,00	100,00	100,00	100,00
Agriculture	8,57	8,44	8,18	7,77	7,41
Industry	32,06	31,89	32,38	33,06	32,57
Services	59,37	59,66	59,44	59,17	60,02

Source: Own study on the basis of Regional Bank of Data, Central Statistical Office.

As far as employment is concerned, the dominant branch of the economy is the services (which gives evidence to the phenomenon of "servicization" of the region, and by that to its relatively high level of development), followed by the industry, and agriculture as the last. This scheme is the most evident in the wrocławski subregion. The biggest share of the employees in the agricultural sector was recorded in the jeleniogórsko-wałbrzyski subregion. The heavy industry and the construction industry take the lead in the legnicki subregion, and the services are the best developed in wrocławski subregion.

**Table 13 Gross value added per employee 2004-2007**

Year	2004	2005	2006	2007
Gross value added per employee	69 487	73 759	80 901	86 756
Dynamics 2004 =100				
Year	2004	2005	2006	2007
Gross value added per employee	100,00	106,15	116,43	124,85

Source: Own study on the basis of Regional Bank of Data, Central Statistical Office.

The dynamic growth of this indicator in the Lower Silesia suggests that the region has been changing the structure of the produced goods. The natural resources (copper or coal) are being replaced by the more processed products.

The favourable image of the province in general decreases the unemployment, especially in the area surrounding Wałbrzych. In 2009 the unemployment rate in the Lower Silesia was 12,5%. The indicator is higher than the national average of 11,9%. One ought to remember, though, that the high unemployment rate was the result of the process of re-structuration of the public sector, which was more developed in the Lower Silesia than on average in other regions.

### North Great Plain

As regards the numbers employed, there was consistent growth for a long time in Észak-Alföld. There was, however, a significant fall between 2003 and 2005, followed by an increase in 2006. An analysis of the rate of employment sheds light on a major weakness of the Észak-Alföld Region: it is rather low within the 15-74 age group by Hungarian, EU and international standards (2005: 44.7% compared to 50.5% in Hungary, 51.3% in EU25, 62.3% in the USA and 57.6% Japan. On the other hand, it is positive that following a decrease between 2003 and 2005 (2003: 45.93%; 2004: 45.02%; 2005: 44.66%) the indicator increased in 2006 (45.75%).

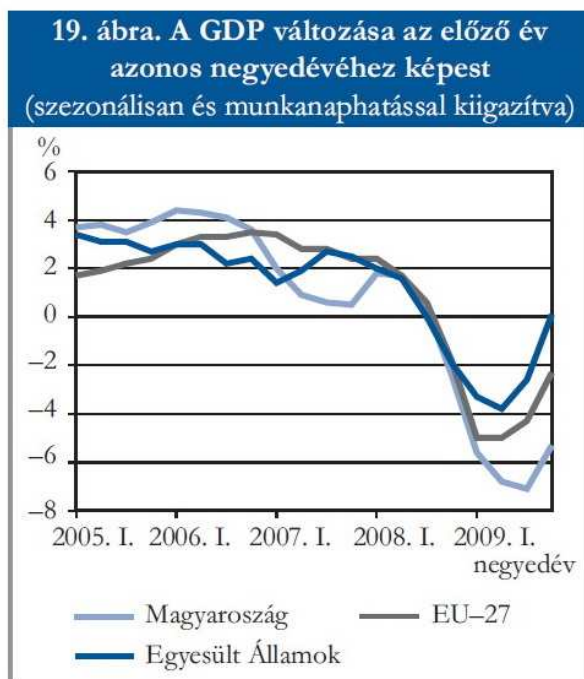
Unemployment is closely related to employment in the Észak-Alföld Region. While the rate of unemployment fell significantly between the late 1990s and 2003 (2003: 6.8%), there has been a sharp rise recently (2006: 10.9%). Within unemployment, with regard to unequal opportunities, one cannot fail to notice duality: on the one hand, compared to other regions, there is hardly any difference between male and female unemployment (9.0% and 9.1% respectively); on the other hand, in respect of the above-referenced quality indicators, women in Észak-Alföld are always worse off than men (the proportion of the graduates unemployed and the permanently unemployed is 11.4% and 55.5%).

A general view on the development of economy is shown in the next figures.

Figure 25 Changes of the Gross Domestic Product 2006 - 2008 in Hungary

12. tábla. A bruttó nemzeti jövedelem alakulása			
Megnevezés	2006	2007	2008
Folyó áron, milliárd forint			
GDP	23 755	25 408	26 543
A külföldi munkavállalói jövedelmek egyenlege	240	191	195
Külföldi tulajdonosi jövedelmek egyenlege	-1 734	-2 109	-2 116
ebből: kamat és osztalék jellegű jövedelmek	-1 340	-1 555	-1 922
újrabefektetett jövedelmek	-394	-554	-194
EU-nak fizetett adók és kapott támogatások egyenlege	118	111	139
Összes korrekció	-1 376	-1 807	-1 782
GNI	22 380	23 601	24 762
Százalékban			
GNI éves változása összehasonlító áron	3,6	-0,4	1,1
GNI a GDP százalékában	94,2	92,9	93,3

<sup>7</sup> A 12 új uniós tagországban átlagosan egy lakosra 5700 dollár, Magyarországon 6300 dollár jutott. A GDP-hez viszonyított arányszám 47, illetve 41% volt.



### Novara

The structure of the economy and the status of Novara in the province Piemonte is shown in the following table.

**Table 14 Piemonte and Novara: Gross value added (current prices) by sectors (data in million Euro). Anno 2008**

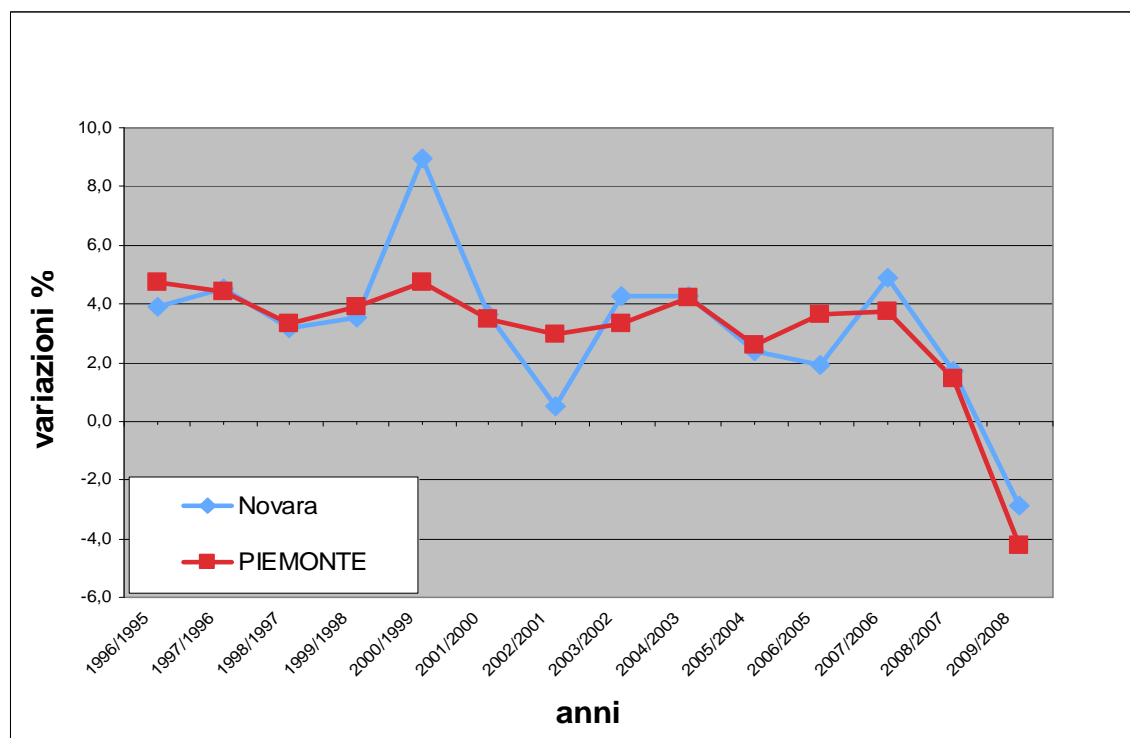
Province e regione	Agricoltura	Industria			Servizi	Totale
		Industria in senso stretto	Costruzioni	Totale Industria		
Alessandria	225,3	2.461,6	702,1	3.163,7	7.604,8	10.993,8
Asti	127,0	1.095,3	369,7	1.464,9	3.429,8	5.021,7
Biella	31,5	1.319,8	302,4	1.622,2	3.101,7	4.755,4
Cuneo	674,6	4.358,2	1.130,3	5.488,6	10.057,2	16.220,4
<b>Novara</b>	<b>119,5</b>	<b>2.835,3</b>	<b>569,3</b>	<b>3.404,7</b>	<b>5.906,1</b>	<b>9.430,3</b>
Torino	343,6	14.080,3	2.700,1	16.780,4	42.280,6	59.404,6
Verbano-Cusio-Ossola	12,8	798,9	232,1	1.031,0	2.474,7	3.518,5
Vercelli	144,4	1.210,2	328,4	1.538,6	3.054,4	4.737,4
<b>PIEMONTE</b>	<b>1.678,7</b>	<b>28.159,7</b>	<b>6.334,3</b>	<b>34.494,0</b>	<b>77.909,3</b>	<b>114.082,1</b>

Source: elaborazioni Unioncamere-Tagliacarne

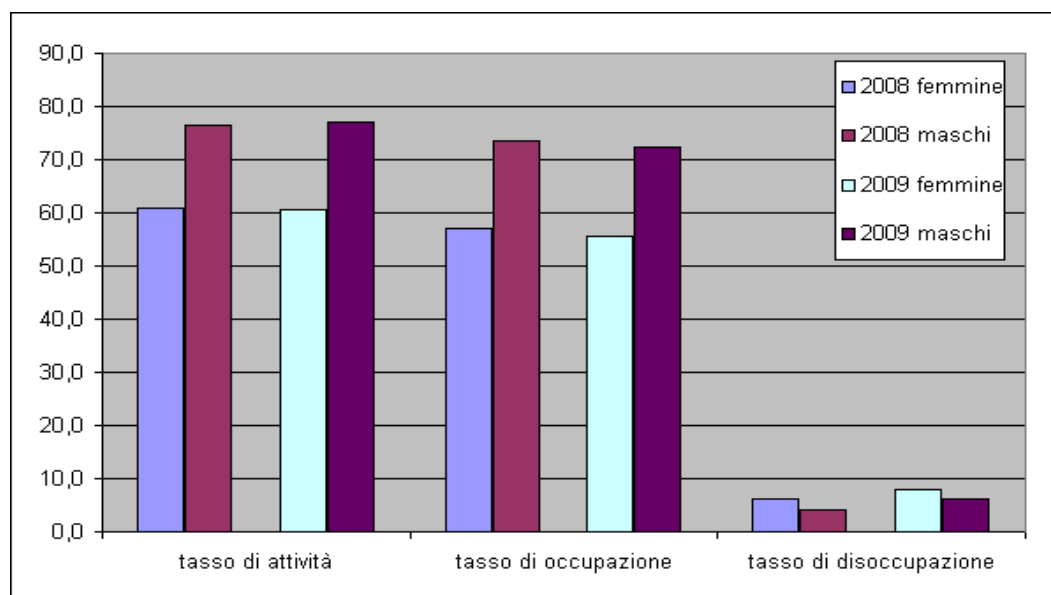
It shows the strong position of Novara especially in industry (about 30%, average in Piemont nearly 25%). The most important industries are chemical and mechanic products with a high degree of export. The machinery sector and the motor vehicle sector and similar are important as well.

The unemployment rate is higher than in Piemonte and had an increasing trend in 2009.

The development of the GDP is shown in the next figure.

**Figure 26** Development of the GDP since 1995/96 in Novara (current prices)

The rate of employment of women is lower than of men, on the other hand the rate of unemployment of women is higher.

**Figure 27** Piemonte: % active people, employment, unemployment by sex and age 15-64 years (2008- 2009)

### 3 Consequences of the demographic change

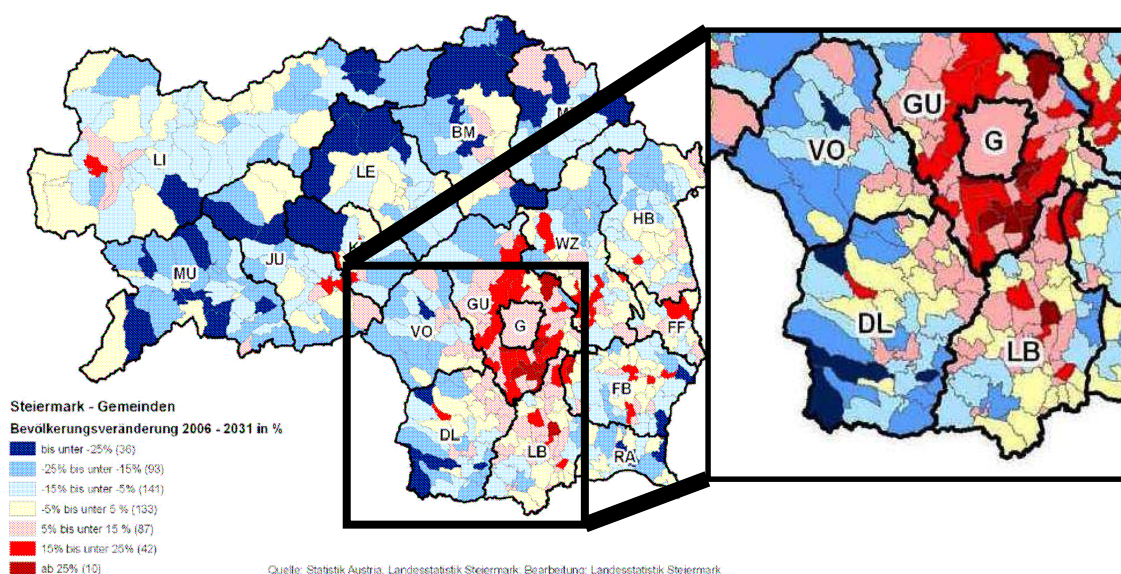
#### South West Styria

In 2007, “Steirische Statistiken” published a detailed population forecast until the year 2031 (Tab. 4). Unfortunately the provided maps show the situation in 2031. The available information shows a clear trend for the next twenty years.

The main scenario for Styria until the year 2031 is shown in Map 4. Steirische Statistiken identifies three main trends:

- Suburbanisation vs. population decline in rural municipalities
- Overageing of the population
- Population growth by migration and declining birth rates

Figure 28 Demographic forecast for Styria 2006-2031



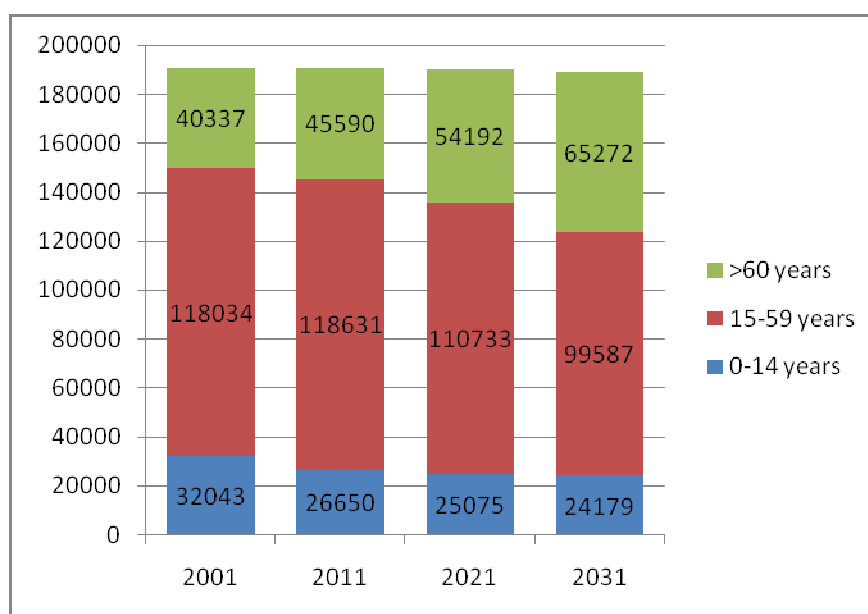
Source: Raumplanung Steiermark, modified

	2010	2011	2016	2021	2026	2031
Deutschlandsberg	60.920	60.884	60.283	59.651	59.148	58.657
Leibnitz	77.135	78.038	78.998	79.619	80.081	80.335
Voitsberg	52.471	52.434	51.841	51.330	50.947	50.572
Total	190.526	191.356	191.122	190.600	190.176	189.564

2010-2021	2006-2031
-2,08%	-3,
3,22%	4,
-2,17%	-3,
0,04%	-0,

Map represents the development of all Styrian municipalities from 2006 until 2031. It is obvious that most of the municipalities of Voitsberg (VO) and Deutschlandsberg (DL) are about to shrink. Due to its proximity to the city area of Graz the district of Leibnitz seems to be less affected by a decline in population. There is a clear link between the population development and the distance to Graz and its surroundings.

**Figure 29 Development of the age group distribution 2001-2031**



	2001	2011	2021	2031	Changes 01-31
0-14 years	16,83%	13,96%	13,20%	12,79%	-4,04%
15-59 years	61,99%	62,15%	58,28%	52,68%	-9,31%
>60 years	21,18%	23,89%	28,52%	34,53%	13,34%

Source: Landesstatistik Steiermark

The forecast also shows possible effects of demographic change in the region:

- **Infrastructure**  
Isolated municipalities are already confronted with declining numbers of residents. This could result in closing of groceries and small shops, thus developing a self-perpetuating dynamic of decline. Therefore, elder people may be forced to move to regional centers due to the lack of health care in isolated municipalities.
- **Education**  
The tremendous decline of young people (<14 years) will have to lead to closure or merging of the smaller primary schools reducing the educational infrastructure of the region.



- **Public health sector**

This might be the economic sector of maximal growth. Due to the overageing of the population it is very likely that there will be a need for more health infrastructure and institutions like homes for the aged or medicinal facilities.

- **Agriculture**

The region is characterized by an important primary sector. Due to the overageing of the population and the absence of possible successors as a result of lower numbers of young people, it is probably that there will be an increased abandonment of farms within the next decades.

- **Economy**

According to figure 25, regional centres like Leibnitz keep growing. The local economy is likely to keep growing but might concentrate in these local centers whereas other municipalities might be confronted with closing shops, groceries and restaurants.

On the other hand the health sector will grow strongly because of the tremendous increase in elder people.

Sure the numbers of young people will diminish a shortage of skilled workers and apprentices could occur.

- **Are there changes in the demand for skilled workers because of demographic change?**

There are different points of view:

Representative of the chamber of commerce (WKO):

- A shortage of skilled workers already exists.
- The number of young people is already declining; this leads to a competition between different educational institutions and businesses for them.

Representative of the region's headmasters:

- It is still difficult for pupils to find an adequate job after graduation.
- There is a strong competition between higher educational schools because of a drastically declining birth rate.

Consistent issues:

- Increasing demand for skilled people in the health sector.
- Increasing demand for skilled workers in the industry due to low percentage of young people.
- Fierce competition amongst young people.

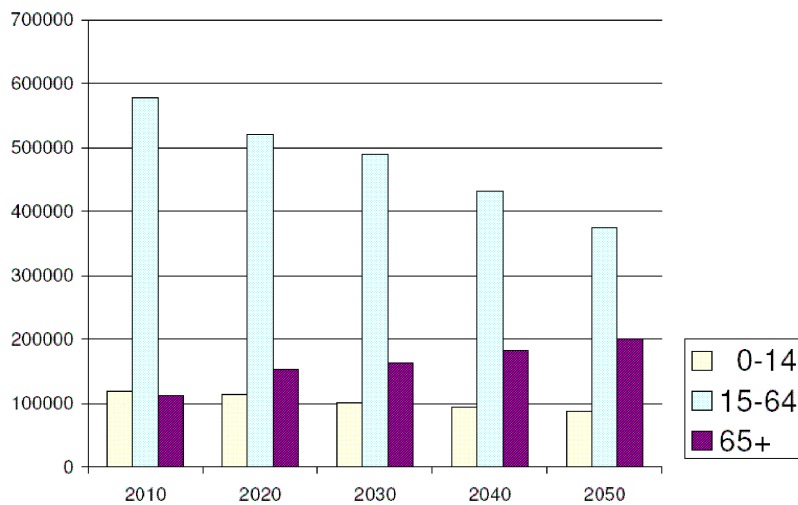
### *Usti*

The forecast of the future number of inhabitants of the Region derives from the projection created by the CSO in 2003. It derives from the contemporary data gained by the census in 2001 and covers basic trends of demographic behaviour of Czech population (excluding migration). It is drawn up in three versions for a low, medium and high birthrate. The demographical situation in the Czech Republic has significantly changes in the past 10-15 years. The change of a traditional eastern-European model of reproductive behaviour, characterized especially by a high birth rate, marriage rate and death rate, to a western-European model (generally lower fertility but especially lower marriage rate and significantly better mortality conditions) is still in progress.

The main conclusions of the forecast of the number of inhabitants are as follows:

- The total number of inhabitants will probably slightly decrease.
- Increase of the birth rate level is expected but its level before 1989 should not be reached. Therefore, the relatively low birth rate will be the main factor of decrease of the number of inhabitants and will contribute to its significant population ageing.
- The Czech Republic will remain the immigration country and will obtain inhabitants by foreign migration.
- Death rate conditions will improve, life expectancy of men and women will rise.
- Population will significantly get older. The proportion of people over 65 could reach almost one third in 2050 which would mean doubling of the current proportion.
- The number of people with the highest age will increase most rapidly - the number of inhabitants over 85 should be five times higher by 2050.
- The numbers of children and youth will change in the following years depending on the numerosity of individual generation going through given ages.
- The number of people with a claim to an old-age pension will significantly increase, the shift of the age limit for retirement will moderate this increase only temporary. The first wave of a significant increase of the number of these people will occur in about 2007 by the transition of strong post-war age group to this age.

**Figure 30** Changes in numbers of inhabitants of individual age groups in the Usti Region between 2010-2050 (CSO estimate, medium variation)



Source: CSO

Demographic changes influence mainly the offer of the labour force on the labour market. It is caused by decreasing the share of young people in the total population. Although the number of children starting the school attendance is decreasing, the offer of school remains almost the same. It is especially related to secondary or tertiary education. The lower number of children selects easier and more popular fields of study, primarily humanistic studies. Thus a high number of people with education come to the market, for which there is only a certain number of vacancies. So there is an excess of supply over to demand in some branches. On the contrary, the demand exceeds especially in technical branches and so there is a lack at the side of supply.

### Burgenlandkreis

The tendencies of population development are updated in the population forecast even though in moderated forms.

**Table 15 Population forecast until 2025 in Burgenlandkreis**

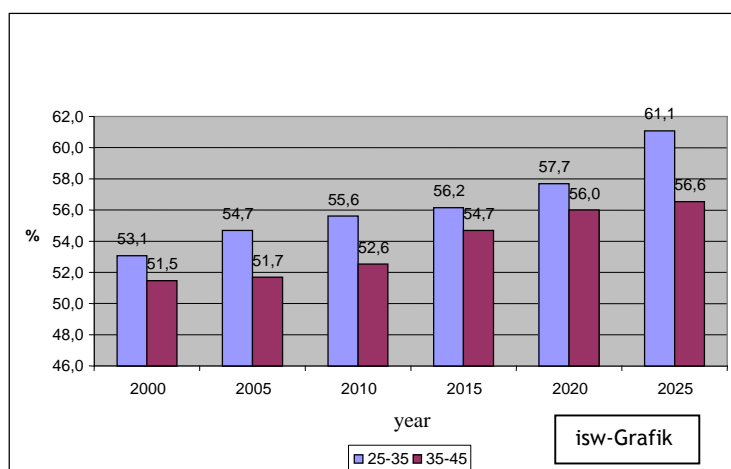
population	2000	2005	2010	2015	2020	2025
<b>altogether</b>	<b>222.262</b>	<b>207.727</b>	<b>194.012</b>	<b>182.228</b>	<b>169.753</b>	<b>156.127</b>
0-6	8.138	8.506	8.195	7.529	5.804	3.833
6-15	19.567	11.511	12.169	12.419	12.055	10.279
15-65	151.549	139.096	113.004	113.673	101.671	90.202
Among them 15-25	28.007	26.172	16.573	9.754	11.291	12.159
25-35	26.072	20.677	20.608	19.926	11.975	7.633
35-45	36.390	32.582	24.235	20.068	21.278	6.103
45-55	29.743	34.005	34.300	31.698	24.293	21.011
55-65	31.337	25.660	27.840	32.227	33.024	30.509
More than 65	43.008	48.614	50.091	48.607	43.948	44.550
Among them 65-75	25.705	28.155	27.294	22.720	25.122	28.834
75-85	13.025	16.554	17.649	19.917	18.826	15.716
More than 85	4.278	3.905	5.148	5.970	6.275	7.261

Source: Statistical administrative office Saxony-Anhalt, 4th Regionalised population forecast, own chart.

Consequences of the demographic development affect all population groups and will be noticed for decades. About 2015 the baby-bust generation is entering the phase of family foundation, furthermore potential mothers-to-be are lost by the over-average emigration of young women, whereby the birth deficit is still increasing.

Due to the greater emigration of young women out of the rural areas a deep surplus of men in these regions is to observe, although in regional centres like Magdeburg or Halle after 2015 even a surplus of women is expected. An extremely pronounced imbalance between the male and female population is expected in the age group of 25 to 45 year in county Burgenland.

**Figure 31 Percentage of men in the main age groups of family foundation, 2000 to 2025 in Burgenlandkreis**



Source: Statistical administrative office Saxony-Anhalt, own chart.

The deep under-representation of female population implies more long-term effects, because the number of potential mothers-to-be declines more and more and so the deficit between birth rate and mortality rate increases even more.

This is shown in the forecast of expected children until 2020:

**Table 16: Development of the youngest age groups until 2020 in Burgenlandkreis**

Age ...to under... years	inhabitants 2000*	inhabitants 2005*	forecast 2010**	forecast 2015**	forecast 2020**	difference 2005 to 2020
0 - 3	4.382	4.209	3.932	3.403	2.494	- 41 %
3 - 6	3.726	4.287	4.110	3.805	3.132	- 27 %
6 - 10	5.259	5.327	5.545	5.352	4.844	- 9 %
0 - 10	13.367	13.823	13.587	12.560	10.470	- 24 %
Altogether in- habitants County Burgenland	222.262	207.727	194.245	182.259	169.226	-24 %

\* actual populations

\*\* forecast populations of the 4th Regionalised population forecast

Source: Statistical administrative office Saxony-Anhalt

The baby-boom generation and with them the predominant part of the employed population age over the time, the working population of the County Burgenland gets older, altogether. So the number of the 55 to 65-year rises to 2020 continuously while the number of the 25 to 35-year is declining in the almost same extent. Particularly for the economic location County Burgenland it is necessary to meet the challenges resulting from that. This concerns both the employment of elder persons and the improvement of conditions concerning the work-life-balance.

From the demographic development result challenges with which the County Burgenland must cope successfully if a sustainable social and economic development shall be ensured also within the next 10 to 15 years.

- o The decline the available human resources resulting from the demographic development requires common exertions strengthened by all ones involved to develop the required human resources also from a considerably narrower base.
- o The average age of the employed persons rises steadily to 2020. As from about 2015 the group of the 55-65-year-old will be predominant part of the working population (15 to 65 year).
- o The strong inclination to employment of the young women will remain as high as it is. Therefore and in front of an altogether decreasing labour force work-life-balance is getting always more important.
- o Superannuation and skilled worker shortage in same branches are already recognized. So according to the responsible work agency a number of apprenticeships could not be filled in the producing trade (e.g. butcher) and in the services sector (e.g. health and care helper). Within the next 10 years doctors, teachers and sometimes in the administrations highly qualified employees will more and more leave the working life. More than a half of the employees in this profession are aged between 45 and 59 years. Here over the medium term a skilled worker shortage must be expected particularly since the staff reduction in the public service also cannot be continued arbitrarily.

Increasing requirements also are made on the education area. This for the future development of human resources deciding domain is indicated by an altogether unfavourable age distribution of the teaching staff. Therefore an important task is to win up-and-coming professionals for an activity in the modern arranged education institutions of the County Burgenland to be able to cover the replacement demand arising within the next 10 to 15 years with qualified teaching staff. It has to be taken into account that staffing in principle is carried out by the Land at schools in a public maintenance.

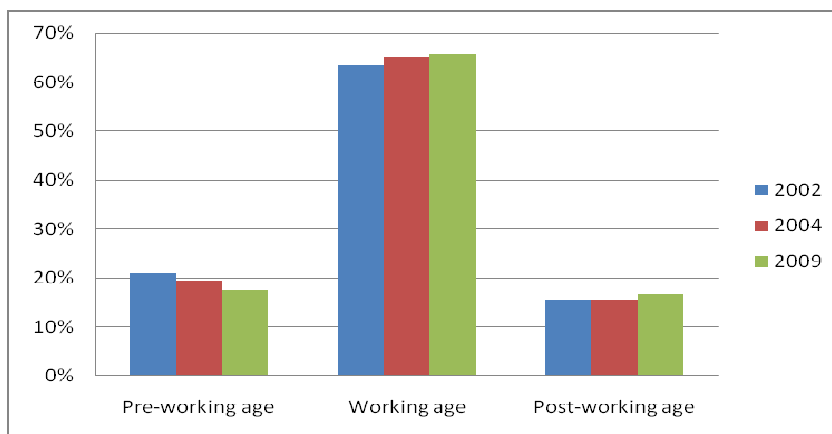
For the health economy risks give up by the superannuation of the medical and not medical staff. On the other hand this economic sector just can profit from the demographic development. A clear increase in the demand for health and care services is expected by many experts here. A specific request which arises from the demographic change is therefore the guarantee of the required physical support for the complete population as well as the care performances particularly for old, aged and hindered people. The County Burgenland will further support the development of the available competences in this area. It is necessary to prevent an over the medium term threatening skilled worker shortage at the same time.

### ***Lower Silesia***

Analyzing the structure of the population in regard to the age, one can notice that the people over 70 years old form biggest group (about 10%), followed by age-group of 25-29 years old (8,9%) and 50-54 years old (8,4%). The research clearly states that we are experiencing the aging of the population. On the one hand it is the result of the increase of life expectancy due to the elevation of the life standards and development of the medicine. On the other hand, it is the effect of the demographic downturn.

From the perspective of economic development of the region, it is crucial to analyze the structure of the population in regards to the following three age-categories: pre-working age, working age, and retirement age.

**Figure 32** The demographic change in the working population of Lower Silesia (%).



Source: Own study.

The argument, resulting from data presented above, is that the population numbers in the pre-working age record a systematic downfall, while the population of the retirement age group is growing. According to the forecast in 2035 the share of the working age group in the total population will account for 57,8%. The greater drop is expected in the urban areas, where in 2035 the share will equal 56,9%, whereas the rural areas will reach the level of 59,8% respectively. Such situation will, on the one hand, lead to the greater burden for the national budget and consequently to the rise of the labour costs. On the other hand, it may cause a significant deficit in manpower and the necessity to open up for the foreign immigrant labour.

Appalling are diagnoses of the GUS concerning the demographic change in the region up to 2035. According to the expectations, there will be a long-term tendency of a drop in the population numbers.

**Table 17** The population forecast until 2035 for Lower Silesia.

Year	Population as of Dec. 31st	Vital statistics		Internal migration for permanent residence		International migration for permanent residence	
		Births	Deaths	Inflow	Outflow	Immigration	Emigration
2008	2 873 650	28 635	30 688	38 657	39 006	1 517	3 878
2009	2 868 871	28 907	31 027	39 256	39 609	1 789	4 100
2010	2 863 757	29 039	31 343	39 854	40 213	1 984	4 432
2015	2 834 973	27 952	32 483	38 134	38 478	2 439	3 723
2020	2 799 888	24 965	32 966	31 405	31 687	3 253	2 216
2025	2 752 445	21 556	33 273	31 405	31 687	3 253	2 216
2030	2 688 307	19 305	33 928	31 405	31 687	3 253	2 216
2035	2 614 229	19 019	35 010	31 405	31 687	3 253	2 216

Source: Own study based on data from Central Statistical Office.

In terms of gender, the above data, based on the projections of the Central Statistical Office, are as follows:

**Table 18 Population forecast for Lower Silesia according to gender.**

Year	Men	Women
2008	1377038	1491289
2009	1373595	1487207
2010	1370086	1482696
2015	1352885	1458150
2020	1331832	1427582
2025	1301797	1389470
2030	1260730	1344477

Source: population forecast 2003-2030.

Presented here data is also not favourable for any level of education. Declining population translates to the declining number of students, and may lead to the further reduction of the educational units and the course hours. This trend is already discernible in respect of calls on universities. The TA team receives information about growing problems with recruitment at private universities in the region, due to demography, but also partly due to other factors, which can include: cessation of mandatory conscription of young men (once extremely strong incentive for continuing education, even if this had any justification in the abilities and interests of candidates for the study), open borders and offer educational institution and finally the introduction of mathematics requirement for graduation (which naturally increases the interest of candidates to study the technical guidelines, which the private universities (mainly humanistic profile) do not offer.

The changes mentioned above will probably not be characterized by evenness. The urban population will drop about 13%, while the rural areas will record a growth of 0,5%.

**Table 19 Population in urban and rural areas. Forecast until 2035 for Lower Silesia.**

Urban areas				Rural areas			
Year	As of Dec. 31 <sup>st</sup>	Vital statistics		Year	As of Dec. 31 <sup>st</sup>	Vital statistics	
		Births	Deaths			Births	Deaths
2008	2 024 640	19 262	21 884	2008	849 010	9 373	8 804
2009	2 015 910	19 434	22 137	2009	852 961	9 473	8 890
2010	2 007 152	19 505	22 377	2010	856 605	9 534	8 966
2015	1 965 090	18 638	23 302	2015	869 883	9 314	9 180
2020	1 925 265	16 545	23 773	2020	874 623	8 420	9 194
2025	1 879 551	14 259	24 026	2025	872 894	7 297	9 247
2030	1 822 853	12 781	24 408	2030	865 454	6 525	9 520
2035	1 760 213	12 648	25 007	2035	854 016	6 371	10 003

Source: Own study based on data from Central Statistical Office.

One should expect expansion of the residential settlements of the city dwellers in the rural areas.



Analysis of quantitative changes in the population with reference to the age leads to the following conclusions:

- School-age population will drop
- Working age population will drop
- Population prone to mobility will drop
- Immobile and retirement age population will grow

**Table 20 Changes in population by age. Forecast for Lower Silesia.**

Changes in population by age in the period 2007 - 2035								
	2008	2009	2010	2015	2020	2025	2030	2035
Total	-4 760	-4 779	-5 114	-28 784	-35 085	-47 443	-64 138	-74 078
0-17	-10 684	-8 559	-6 102	-14 198	2 410	-12 390	-41 877	-43 003
18-59/64	-2 461	-5 746	-9 000	-101 630	-119 543	-76 301	-28 535	-43 363
18-44	-422	-1 046	-2 476	-24 557	-80 276	-105 956	-98 247	-60 475
45-59/64	-2 039	-4 700	-6 524	-77 073	-39 267	29 655	69 712	17 112
75+	3 913	3 463	3 358	6 493	-10 277	52 046	67 190	43 117
80+	5 082	4 580	4 820	11 534	2 390	-7 207	42 073	49 318

Source: Own study based on data from Central Statistical Office.

Prognoses of the Marshal's Office for the Lower Silesian Voivodeship also envisage a drop of the birth rate after 2015 alongside the high levels of death rate. As a consequence one will notice a decline of the population numbers, although it will not be uniformly spread across the region. The greatest intensification of this phenomenon will touch the jeleniogórsko-wałbrzyski sub-region, where in 2020 (in relation to 2003) it will equal 7%; in the legnicki sub-region - over 4%, whereas in Wrocław proper - around 6,5%. Suburban area of the wrocławski sub-region is expected to record a population growth of 4%. It will be a result of the development of residential areas around the city, in view of lower prices for the residential land and the improvement of communication infrastructure. In the remaining sub-regions this indicator is also spatially variable, which is presented on the following graph.

On the basis of conducted research it is clear that the demand for workers with the technical and vocational education is high. Up-to-date analyses show that this trend will continue to grow in the near future. The growth can, eventually, slow down due to inadequate training programmes to the needs of the market.



To summarize, the Lower Silesia will experience a drop of the population, with a disruption of the balance among the pre-working, working and retirement age-groups. From the regional perspective the aging of the population is a negative development, and starting from today must elaborate different scenarios for development of the province under the changing circumstances. The lifelong learning will gain significance.

Considering the labour market, the demand for specialists (particularly economists and engineers), who speak foreign languages (including the exotic ones) and are capable of applying theory in practice is likely to increase.

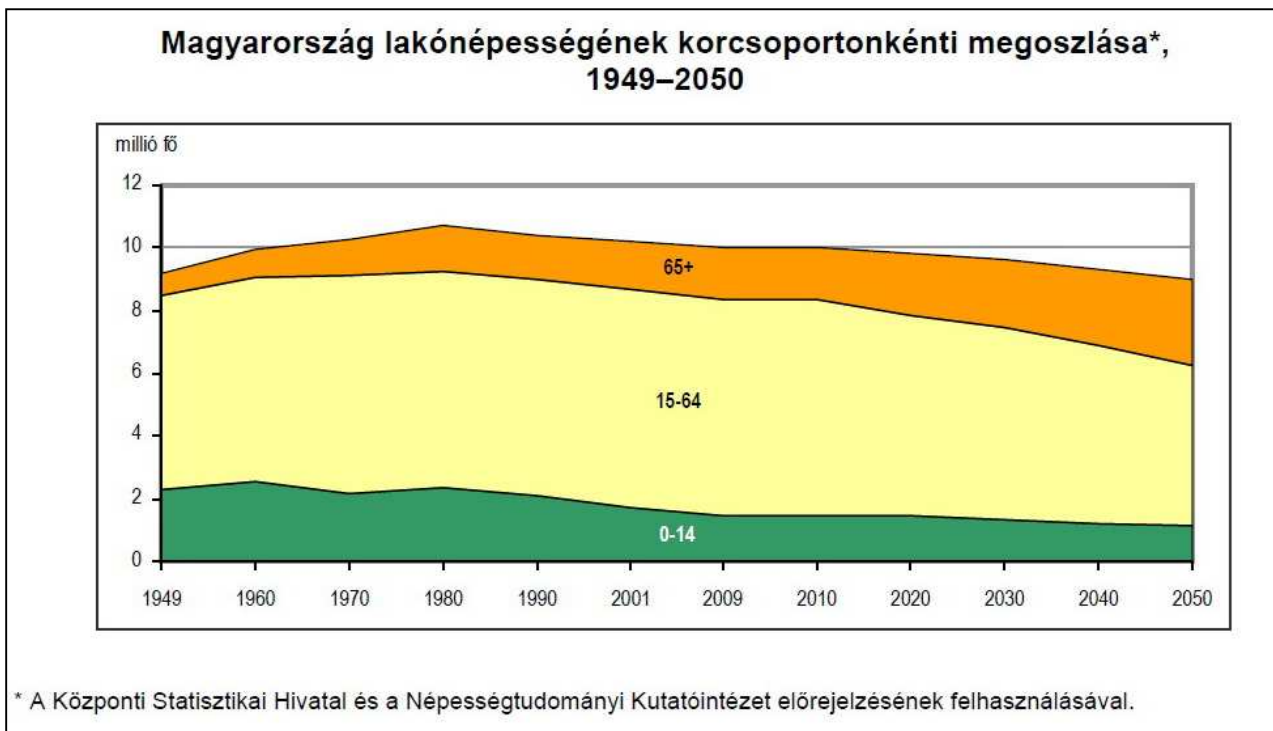
### ***North Great Plain***

Due to high birth rates, the proportion of young population (0-19 years) is which is far more than little national average (22.41/'~). The rate of the age group between 20-39 years is practically matching with the national average, (it is 28.7%, while the national average is 29%) while the share of middle and old-aged population is lower than the Hungarian average. As a result, 2.1 more young people live in the Northern Great Plain Region than old people over the age of 65), while in the overall territory of Hungary the age difference index is 1.72 only. The average age-level is also lower in the Region (36.8 years) than the national average (38.3) but the potential lifetime at birth is almost half year shorter than the national average.

A serious problem facing the region is that, among the cities/towns in the region - especially on the peripheries -, low-performing settlements with hardly any impact on the surrounding space, providing services of a rather unpredictable standard are strongly over represented, while there are only few medium-size towns and truly large cities. Furthermore, the standard of local administration in the majority of the settlements with or without an urban status is rather low. E-administration is still few and far between.

A look at the trends in the counties reveals that the majority of the settlements where the number of the population has increased are in the vicinity of Debrecen, Nyíregyháza and Szolnok, which is attributable primarily to emigration from the county towns. At the other end of the spectrum, too, there emerges a spatial trend: the majority of the settlements with a shrinking population are situated on the peripheries, where access is difficult, in the vicinity of the county boundaries or the state frontier.

**Figure 34 Hungarian current population forecast by age group and sex, 1949-2050**



The Észak-Alföld is a region with the youngest age composition in Hungary: the ageing index was the lowest in both 2001 and 2005. Within the Region Szabolcs-Szatmár-Bereg County is in the most favourable situation, as its ageing index was below 1 even in 2005, which is ascribable to the high proportion of the Roma population discussed above. However, in the coming period, similar to the national trend, ageing is expected to accelerate, which, in turn, will lead to an increase in those in need of care.

Unfavourable health data are likely to be related to the fact that the standard of health care is not satisfactory, and that the distribution of and load on healthcare are uneven. The development of the institutional system cannot catch up with the number of those in need of care. Although in terms of the availability of pharmacies and ambulance the Észak-Alföld Region ranks 2nd-3rd (as regards the former, it should be noted that there are no pharmacies open for the public in 130 settlements of the Region), it ranks last among the regions in the country in respect of the provision of GP and penultimate in respect of the mean indicators of hospital beds.

### **Novara**

The forecast shows an ageing in population, but as a whole a growth of population in the future. After 2013 there will be a progressive decrease of growth. The percentage of young people will stay at the same level.

anni	numero residenti
1	358000
2	364000
3	369000
4	375000
5	379000
6	383000
7	387000
8	389000
9	392000
10	395000
11	397000
12	399000
13	402000
14	404000
15	406000
16	408000
17	410000
18	412000
19	414000
20	417000
21	419000

Stacked bar chart showing the number of people in different age groups across five categories. The y-axis is labeled 'numero' and ranges from 150.000 to 450.000. The legend indicates the age groups: 0-5 (blue), 6-10 (red), 11-13 (purple), 14-18 (cyan), 19-24 (yellow), and 25-65 (dark purple).

Category	0-5	6-10	11-13	14-18	19-24	25-65
1	10.000	15.000	10.000	15.000	20.000	280.000
2	15.000	20.000	15.000	20.000	25.000	300.000
3	20.000	25.000	20.000	25.000	30.000	310.000
4	25.000	30.000	25.000	30.000	35.000	315.000
5	30.000	35.000	30.000	35.000	40.000	320.000



## 4 Characterisation of the education infrastructure

The education infrastructure is one of the most important parts in the ongoing project to reach success. It defines conditions which are to consider if good practices should be implemented from other regions. And also young people are in the focus of the project.

### *South West Styria*

#### Types of school

- **Compulsory education (9 years)**

- o **Volksschule (VS)**

The Volksschule is the primary school in Austria. Children start at the age of 6 and attend primary school for 4 years.

- o **Hauptschule (HS)**

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

- o **Polytechnikum**

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

- **Higher (secondary) education**

- o **AHS (Allgemeine höher bildende Schule)**

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

- o **BHS (Berufsbildende höhere Schule)**

This type of school also offers the A-levels in order to attend any university and additionally provides professional education, therefore this school type requires five years. There are three types of BHS in Austria: The technically oriented HTL (Höhere technische Lehranstalt), the economically oriented HAK (Handelsakademie) and the HBLA (Höhere Bundeslehranstalt). HBLAs offer different specializations, but mostly focus on economics, tourism or agricultural areas. Most BHS offer 2-year advanced training courses for AHS alumni to graduate at a BHS as well to gain a professional education.

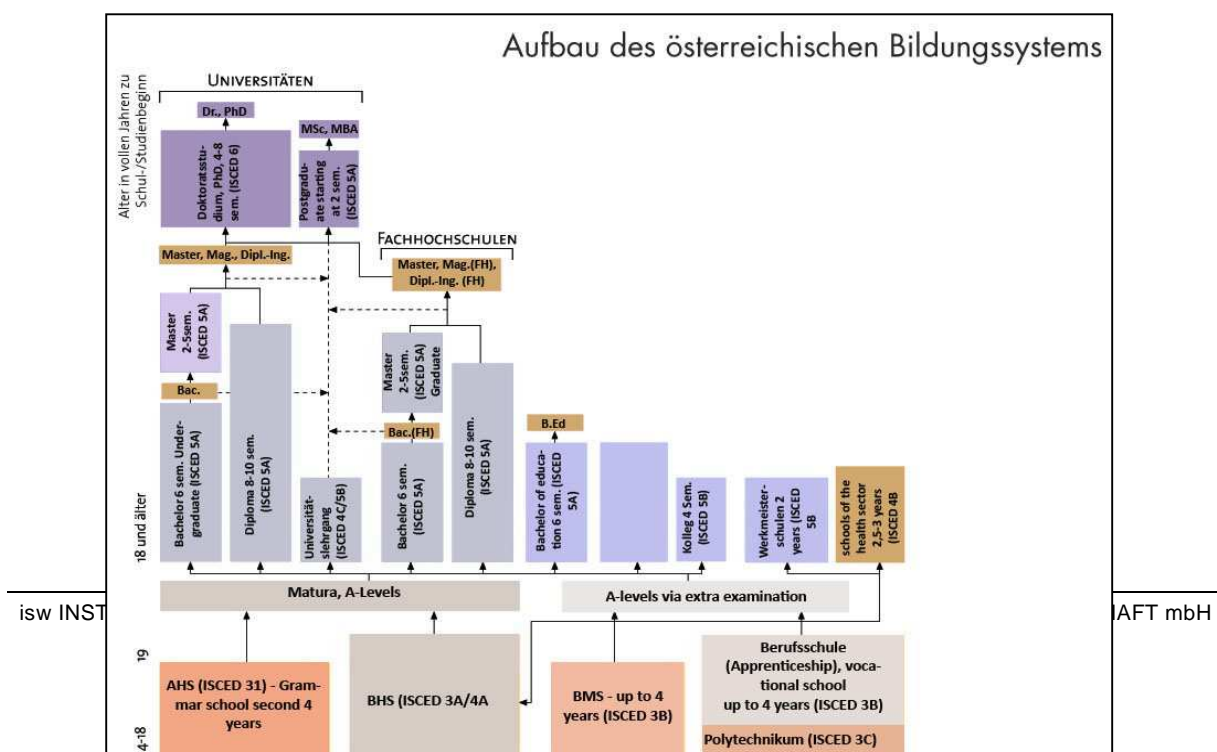
- **BMS (Berufsbildende mittlere Schulen, Fachschulen)**

This type of school lasts for three years, starting after the Hauptschule. It offers professional education but no A-Levels. It mostly focuses on professional education in the area of agriculture, economy, silviculture and viticulture. Mostly the HAKs also have a three year lasting program, the HAS (Handelschule). The contents are similar to a HAK but it is also a BMS.

- **Other educational institutions**

Outside the official school system there are various institutions offering different kinds of education. The AMS (Public Employment Service) offers courses and further education for unemployed people. The VHS (Volkshochschule) offers different classes for further education in rural areas. Some institutions also offer extra-occupational classes in order to take the A-levels as a second chance education course (Abendmatura). Further institutions are the WIFI (Wirtschaftsförderungsinstitut) and the BFI (Berufsförderungsinstitut).

**Figure 37 Organisation of the education structure in Austria**





Source: BMUKK, modified

### Schools in South-West-Styria

In South-West-Styria there are 173 schools. This quite high number of schools results from the primary schools because most municipalities have their own Volksschule. Each district of the region has three higher secondary schools and almost all of them are located in the district's capitals; to get one's A-levels is the highest degree one can get in the region. There are no institutions which offer tertiary education in the region. The universities and FH's (Fachhochschulen) are located in the city of Graz.

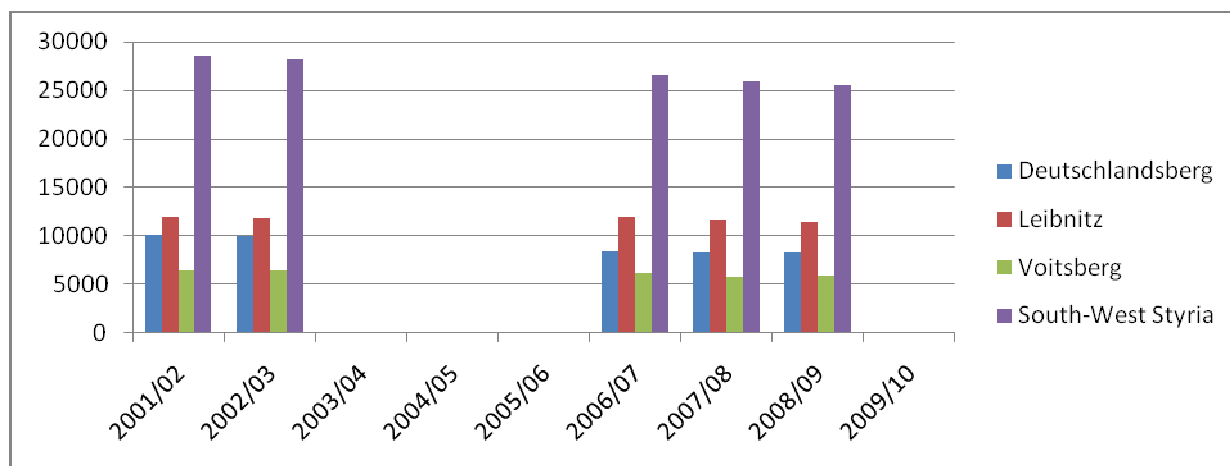
**Table 22** Number of schools and school types in SW-Styria

	Fachschule	AHS	BHS	Volksschule	Hauptschule	Polytechnikum	Other	Total
Deutschlandsberg	3	1	3	35	8	3	5	58
Leibnitz	4	1	2	40	14	4	5	70
Voitsberg	1	1	2	27	8	2	4	45
<b>Total</b>	<b>8</b>	<b>3</b>	<b>7</b>	<b>102</b>	<b>30</b>	<b>9</b>	<b>14</b>	<b>173</b>

Source: [www.schule.at](http://www.schule.at)

It is obvious that there is a clear trend towards a declining numbers of pupils in all of the region's districts (figure 33).

### Figure 38 Development of the total number of pupils in SW-Styria 2001-2009



Source: LSR Steiermark

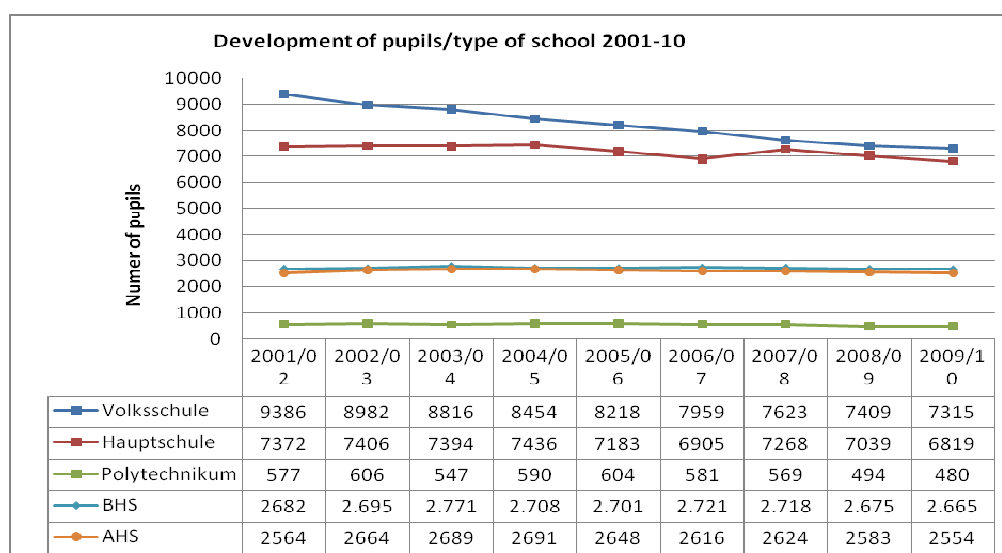
Split into different school types the picture gets more differentiated (see figure 34).

A remarkable decline of pupils in primary schools can be observed (-22,06%). This might coincide with a general decline in the birth rate. Hauptschule and Polytechnikum are confronted with a similar situation (-7,5% and -16,81%).

By contrast, secondary higher schools like the AHS or BHS can show just a slight decrease in their numbers of pupils. This might represent the national trend towards higher education.

Considering the numbers shown in figure 34, it is clear that all types of school are confronted with decreasing pupil numbers.

**Figure 39 Development of the number of pupils by types of school 2001-2010**



Source: LSR Steiermark

**Usti**

In the Usti Region, almost 1000 schools and school facilities of all kinds and all founders participate in education and teaching. The educational offer of schools is active and it continuously changes depending on the development of the demand in the labour market and the demand of publicity for individual fields of study. Particularly secondary schools play an important role also in education of adults where they provide a wide range of qualification and retraining courses. Many schools also operate as consulting centres. In the Region there is also a thick network of school consulting centres, pedagogical-psychological consulting centres integrated to one regional **Pedagogical-psychological consulting centre** of the Usti Region, and the Institute for further education of pedagogical staff of the Usti Region and many special pedagogical centres at schools for children and pupils with special educational needs. The care for talents is primarily ensured by sports and language schools and elementary art school.

In the Usti Region there is a functional education network with a representation of all elements of a school system. These elements are:

- kindergartens,
- elementary schools,
- secondary vocational training schools (finished by the certificate of apprenticeship),
- secondary vocational schools (finished by a leaving exam),
- secondary grammar schools,
- colleges,
- universities.

The school system in the region still undergoes optimization reacting to the changes in the number of applicants (pupils and students) and also to changes in the labour market and to the state educational policy. Yet the Usti Region demonstrates permanently the lowest rate of inhabitants with complete secondary and university education among all regions of the CR.

In the school year 2008/2009, there were totally 709 school facilities in the Region. Municipalities were the founders of almost three thirds of them which results from their legal obligation to ensure elementary education. The Region is the founder in 20 % of cases (primarily of secondary schools). There are also private and church schools in the Region.

**Elementary schools (ES):** The number of elementary schools is decreasing markedly more slowly, it dropped from 296 ES in 1990 to 244 in 2006. Nowadays, the number of ES is still 244 and the majority of them are founded by municipalities. In addition to that there are 22 special schools founded by the Region. The number of pupils per one ES is by ca 25 % higher than the national average. It is primarily caused by urbanization of the Usti Region and a higher number of big city schools and also by the result of rationalization of the elementary school system (merging of school). Yet in localities with bad transport services the schools are not much crowded. The number of preparatory classes, which help to integrate children to the first year of ES, is increasing.

**Secondary schools in general:** In the school year 2005/2006 there were 126 facilities providing secondary education registered in the Region. Nowadays, secondary education is provided by 112 schools. The Region is the founder in 73 % of cases, in 23 % of cases the schools have a private or another founder (church, municipality). Placement of secondary schools is less regular than in elementary schools and leads to more significant migration of students.

**Secondary vocational schools:** A similar trend is demonstrated by secondary vocational schools, their amount is steady in the last ten years. The trend of the last years is the transformation of some colleges to a university form (bachelor's studies).

**Secondary grammar schools:** The sector of secondary grammar schools has demonstrated a significant increase compared to the beginning of the 1990s. Today, there are 23 secondary grammar schools in the Region instead of original 17. The main cause is, apart from a certain deviation from technical education in the 1990s, also the possibility of private facilities to operate in the market of secondary schools. The most widespread type of secondary studies is, without any doubt, the grammar school type, followed by economics and administration. The most popular fields of study of secondary vocational schools are a nurse, car-mechanic and cook. In the offer of secondary schools of the Usti Region there are also so called 'low-numerous fields' in which pupils leaving elementary schools are not interested although the gained qualification is demanded by employers, and there is a permanent lack of required specialists in the labour market. They are usually the fields that are very demanding for study and practical preparation. Secondary grammar school students take about 20 % of all secondary school students in the Usti Region. Over 66 % of students study the fields with a leaving exam.

**Colleges:**

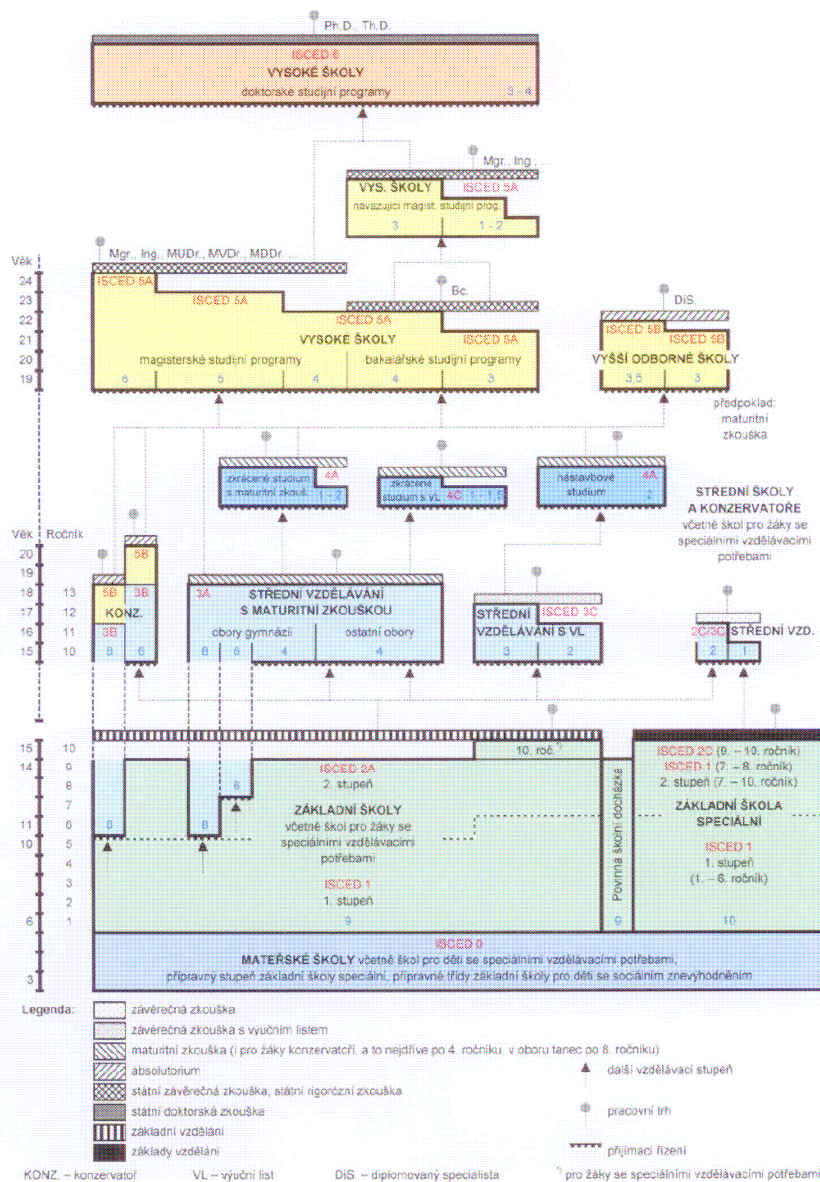
The establishment of the first colleges in the Usti Region is dated back to 1998. Their amount stabilized relatively quickly to 10 colleges today.

**Figure 40 Scheme of the educational system in the CR on a school/academic year 2008/2009**

Statistická ročenka Ústeckého kraje - 2009

Schéma vzdělávacího systému České republiky ve školním/akademickém roce 2008/2009

Pramen: Ústav pro informace ve vzdělávání

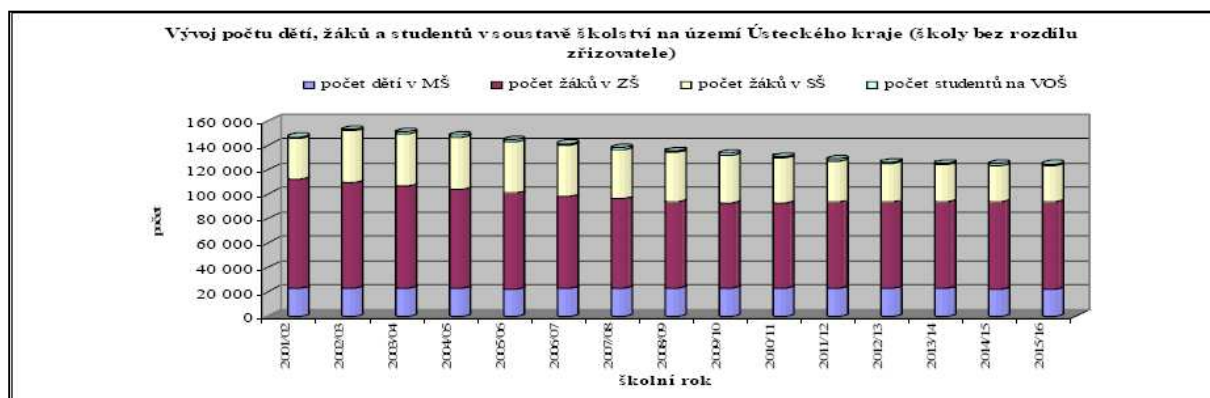


### Development of the number of pupils

As for the kindergartens the development of the number of pupils is presently positive. This development should continue until approximately 2013. After that year the number of children in the age group 0-4 years will gradually decrease and we can therefore assume that also the number of children in kindergartens will start decreasing. It means that this decrease will be gradually reflected even at elementary and then in secondary schools. With regard to the fact that only a part of the inhabitants of the Region will attend secondary schools, the decrease of the number of pupils at secondary schools is visible already at present. From 2015 the difference will be probably even more noticeable.

Nowadays, the problem regarding secondary schools and reflected already at elementary schools is nearer. At elementary schools the number of pupils has gradually decreased by 6 % since 2000 and before this number starts to increase the decrease will occur at secondary schools more noticeably, of course, e.g. at training schools or technical or narrowly specialized schools.

**Figure 41** Prediction of the development of the number of children, pupils and students in a school system in the Usti Region (schools without the difference of the founder)



### North Great Plain

Raising the standard of training is all the more a topical issue as economic development presupposes the availability of the necessary human resources, and as regards the educational level of the population, the Észak-Alföld Region ranks last among the regions in respect of two indicators (the 15+ age group completing at least primary education; the 18+ age group having at least a certificate of secondary education). (The situation is especially serious in the case of primary school students, since in this category Jász-Nagykun-Szolnok and Szabolcs-Szatmár-Bereg Counties rank penultimate and last respectively among the counties).

Similarly to national trends, the Észak-Alföld has also witnessed a drop in the number of primary school students (academic year 2001/2002 - 165,045 students, academic year 2005/2006 - 151,945 students). Although the number of teachers did not follow this trend for a long time (academic year 2001/2002 - 14,708 teachers, academic year 2003/2004 - 14,797 teachers), financial considerations made themselves felt last year (academic year



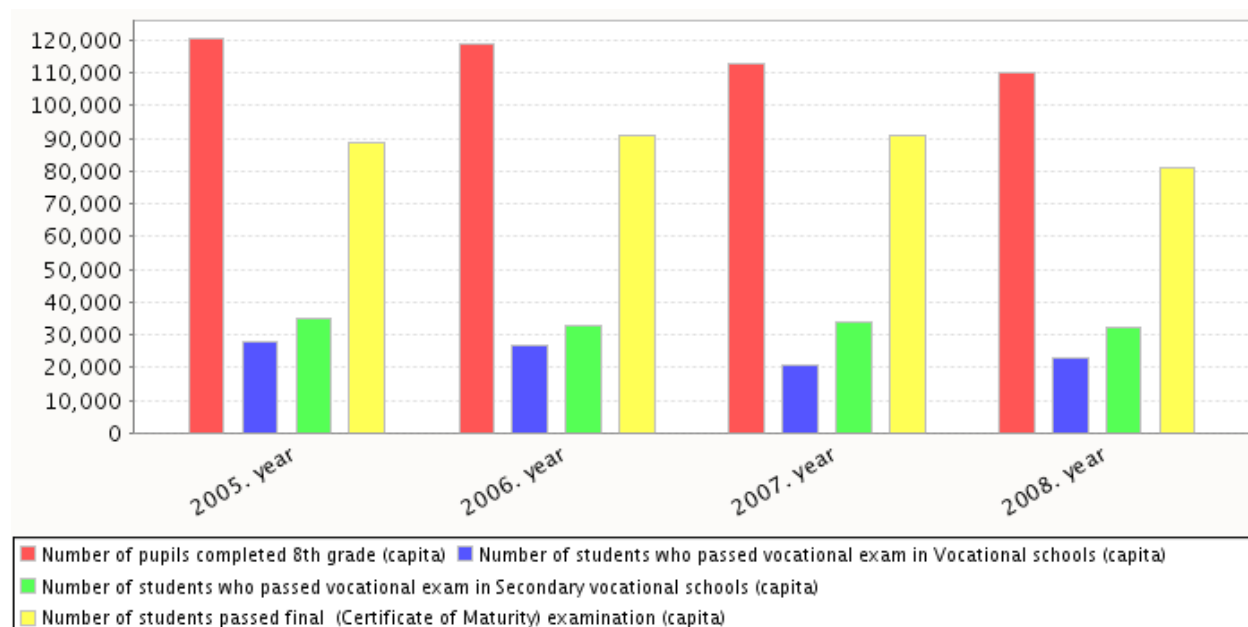
2005/2006 - 14,178 teachers). In consequence, the rather desirable fall in the number of students per teacher has stopped; it has even grown somewhat.

In terms of quantity indicators (number of classrooms, number of students in a class, the teacher-to-student ratio) differences between the individual schools are not material; when, however, it comes to quality (e.g. availability of language classes, IT infrastructure, study circles, out of curricula activities, availability of teaching/learning material, the standard of school infrastructure, sports facilities, etc.), the picture is completely different. As a rule, standard is lower in smaller settlements.

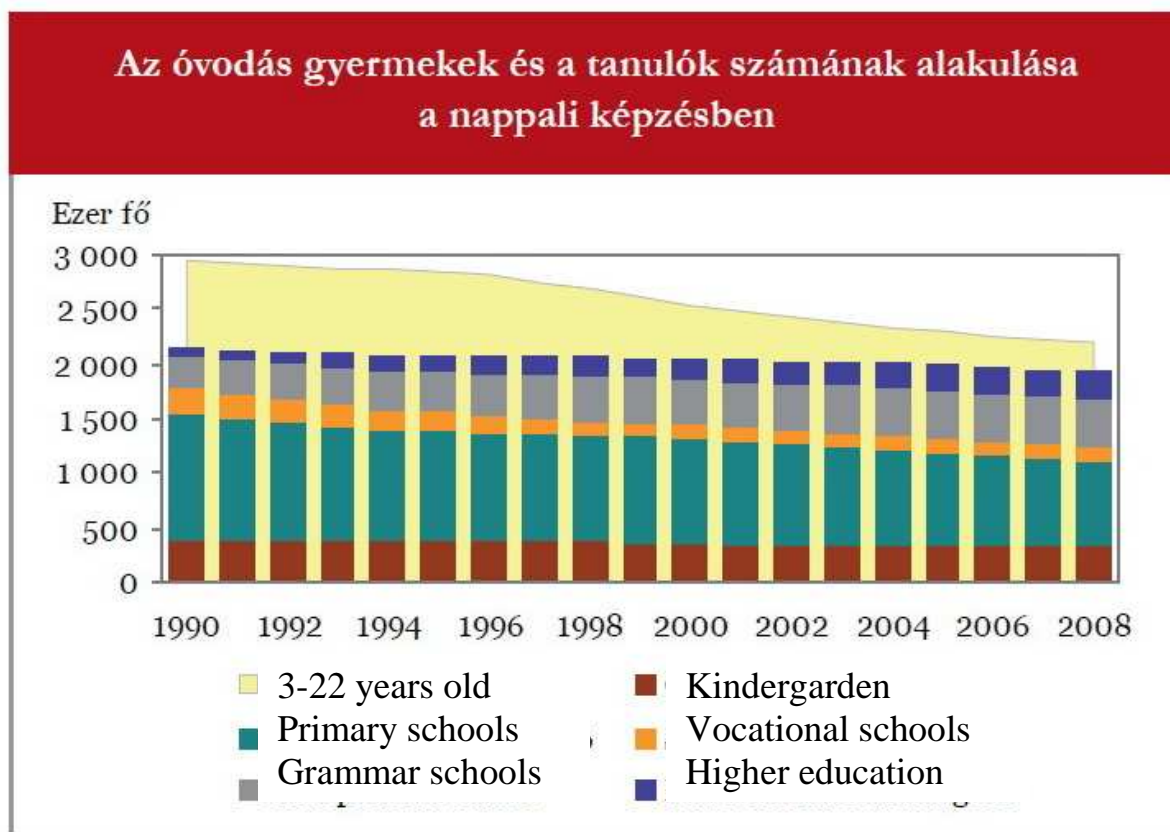
In addition to a decreasing number of students, the development of crèches and primary schools is also justified by the general state and physical condition of schools and the standard of the services that they provide.

In the 1990s, simultaneously with changes at a national and global level, secondary level education also underwent a fundamental structural transformation in the Észak-Alföld Region. As the number and proportion of students at trade schools fell significantly, so the other two types of secondary education (grammar school and secondary modern school) grew in importance. As a result, the number of students at secondary modern schools (former trade schools), vocational schools and grammar schools standing at 76,464 in the academic year 1990/1991 rose, according to preliminary data to 89,499 in 399 institutions of secondary education in the academic year 2005/2006. As a result of the above referenced processes, the Region now faces a shortage of skilled workers, which may hinder the development of both processing and construction industry. A further difficulty is that tension between the various institutions (e.g. local government, municipal government, the churches and NGOs) in charge of schools often compromises the standard of education.

**Figure 42 Graduates in initial education, Institutes for initial education in North Great Plain 2005-2008**



**Figure 43** Numbers of the children in kindergarten, primary schools in daily education system in North Great Plain 1990 - 2008



In the last few years the higher education -in respect of educational fields- has changed, due to the spreading of the sectors of the economy (in 2008 their share was 20%). Compared to the previous school years, the amount of technical majors grew (17%) and decreased the number of teacher training courses (7%), the number of human and social studies was more than 10-10%.



Figure 44 Numbers of pupils in the higher education system (daily students)



## Burgenlandkreis

### Type of school in Saxony-Anhalt, incl. vocational schools

The educational system in the federal state Saxony-Anhalt consists of five big areas: To the primary school level, the secondary school level I, the secondary school level II, the tertiary and the quaternary level. Definitions of the individual schools are enclosed as an enclosure.

Before the beginning of the Grundschule the arrangement can already be ensured by Kindergartens or flexible school initial phases of education which have duration of one to three years. The career at school usually starts with the first class of the primary school in Saxony-Anhalt, it can, however, start at a Förderschule. A Förderschule is attended by the first class on at most twelve year; one can reach a Realschule or Hauptschule school leaving qualification. From the primary school however will change pupils to the level up to the fourth class.

At the end of the fourth class of the primary school pupils receive an education recommendation due to their performances at school for the secondary school or the Gymnasium.

If the pupil decides in favour of a secondary school, he gets together with pupils who received the same education recommendation that way in the fifth and sixth class. The

common lesson is resolved at the end of the sixth class since the secondary pupils receive further education recommendation for the Hauptschule or Realschule on basis of their performances at school in the two school years. As from now, the lesson therefore is carried out separated and will be special prepared to the Hauptschule school qualification certificate resp. the one of the Realschule.

**Table 23 Numbers of pupils at schools with general educational value in Burgenlandkreis**

Numbers of pupils at schools of general educational by type of school and sex for the County Burgenland				
altogether		2007/08	2008/09	2009/10
<b>Sekundarschule</b>				
Grundschule		5.363	5.419	5.450
Sekundarschule		3.915	3.623	3.574
Gymnasium		4.127	3.911	3.799
Förderschulen		995	980	940
Integrierte Gesamtschule	-	-	-	-
Kooperative Gesamtschule	-	-	-	-
Freie Waldorfschule	-	-	-	-
<b>altogether</b>		<b>14.400</b>	<b>13.933</b>	<b>13.763</b>

At Gymnasium or optional the Gesamtschule the pupils are taught by the fifth class up to the tenth class jointly and the same subject is arranged for. The pupils can reach in the ninth class a Hauptschule school-leaving qualification certificate and in the tenth class a Realschule school-leaving qualification.

For reaching the A-level pupils must attend the school up to the tenth class and afterwards visit the secondary school level II. A separation of the pupils for the classes 11 and 12 into different courses is carried out due to its main subjects chosen differently there again. If the pupils of Gymnasium have completed the two years of the advanced level at Gymnasium and their school leaving examination successfully, then these get the academic maturity.

With Hauptschule resp. Realschule certifications one can immediately start an apprenticeship which is carried out by means of a dual system with the Berufsschule or the Berufsfachschule.

The development of the numbers of pupils reflects the birth drop, incl. the migration losses, by emigration of families with children. As the Regionalisierte population forecast points out there is be expected furthermore sinking number of pupils (decline of the 6 to 10-year between 2010 and 2020 by 9%). As from 2020 a renewed dramatic fall in the numbers of pupils around 2020 will arrive caused by the smaller number of potential mothers-to-be.

The following illustration shows the fundamental construction of the general and professional educational system in Saxony-Anhalt.

Figure 45 Educational system Saxony-Anhalt

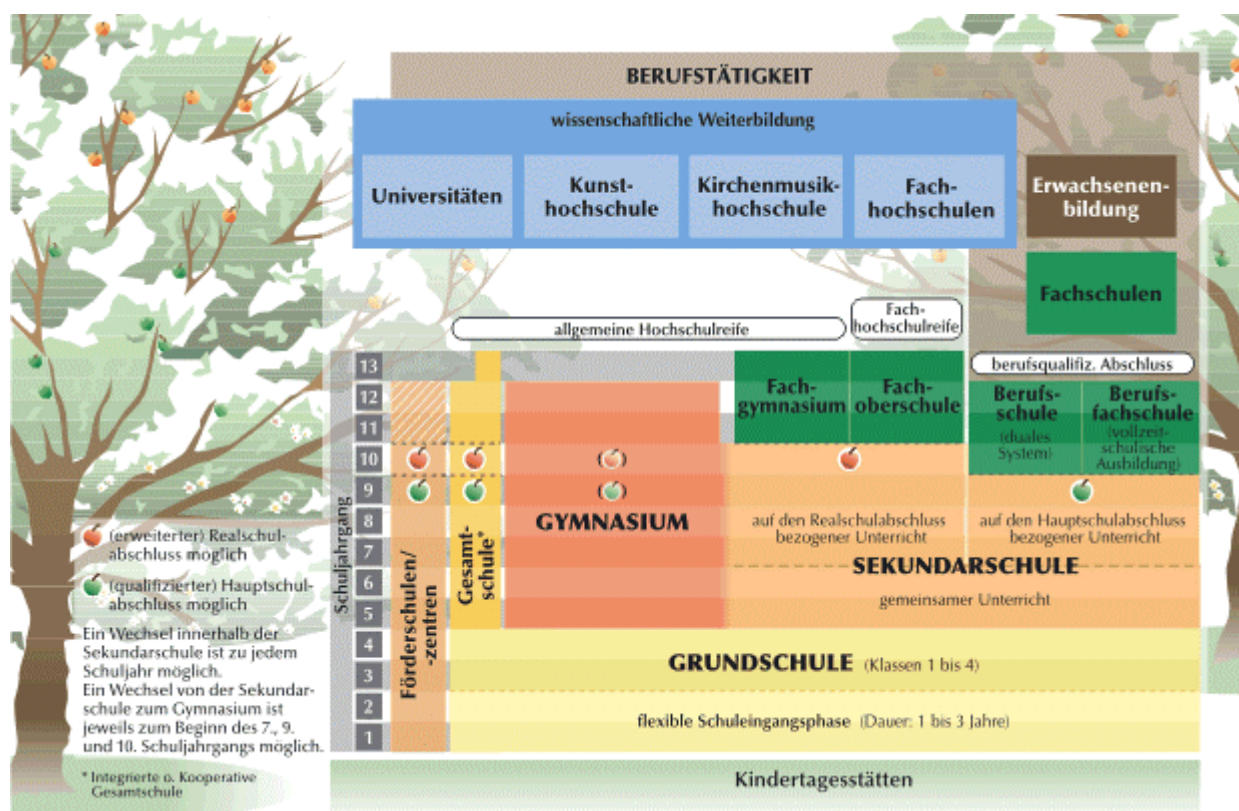


Table 24 Numbers of pupils at vocational schools in Burgenlandkreis

Numbers of pupils for vocational schools after type of school and sex for the County Burgenland			
<b>Public schools</b>			
<b>altogether</b>	<b>2007/08</b>	<b>2008/09</b>	<b>2009/10</b>
<b>Berufsbildende Schulen</b>			
Berufsschulen	2.300	2.252	1.993
Berufsvorbereitungsjahr	232	190	146
Berufsgrundbildungsjahr	142	110	86
Berufsfachschulen	523	455	383
Fachschulen	20	50	45
Fachoberschulen	126	125	89
Fachgymnasien	388	294	197
<b>altogether</b>	<b>3.731</b>	<b>3.476</b>	<b>2.939</b>

The development of the numbers of pupils corresponds with the general population forecast. The development within the structures of the school-leavers like it results from the school end of the year statistics must be described as alarming. Two facts are remarkable:

- The share of male high-school-graduates is stably considerably less than 50%. Here can be already spoken of a disproportion of gender.
- Despite approximate splitting the school-leaving qualifications the number of school-leavers of Förderschulen almost remained. The increase of male pupils at these schools from 71 on 107, i.e. by 50% within two years is alarming.

One conclusion imposes itself: the educational system must be improved in concerns of the adaption of boy's demands.

**Table 25 School-leaving qualifications and school-leavers in the County Burgenland 2007-2009**

			School year			
altogether	2006/07	Anteil (%)	2007/08	Anteil (%)	2008/09	Anteil (%)
<b>Sekundarschule</b>						
Schuljahrgänge 5 und 6	4	0,1	1	0,1		0,0
Hauptschulabschluss	289	9,8	280	15,2	179	12,2
Realschulabschluss	1066	36,1	686	37,3	521	35,6
Produktives Lernen	19	0,6	8	0,4	7	0,5
Gymnasium	1411	47,8	682	37,1	598	40,8
Förderschulen	163	5,5	181	9,8	160	10,9
<b>altogether</b>	<b>2952</b>	<b>100</b>	<b>1838</b>	<b>100</b>	<b>1465</b>	<b>100</b>

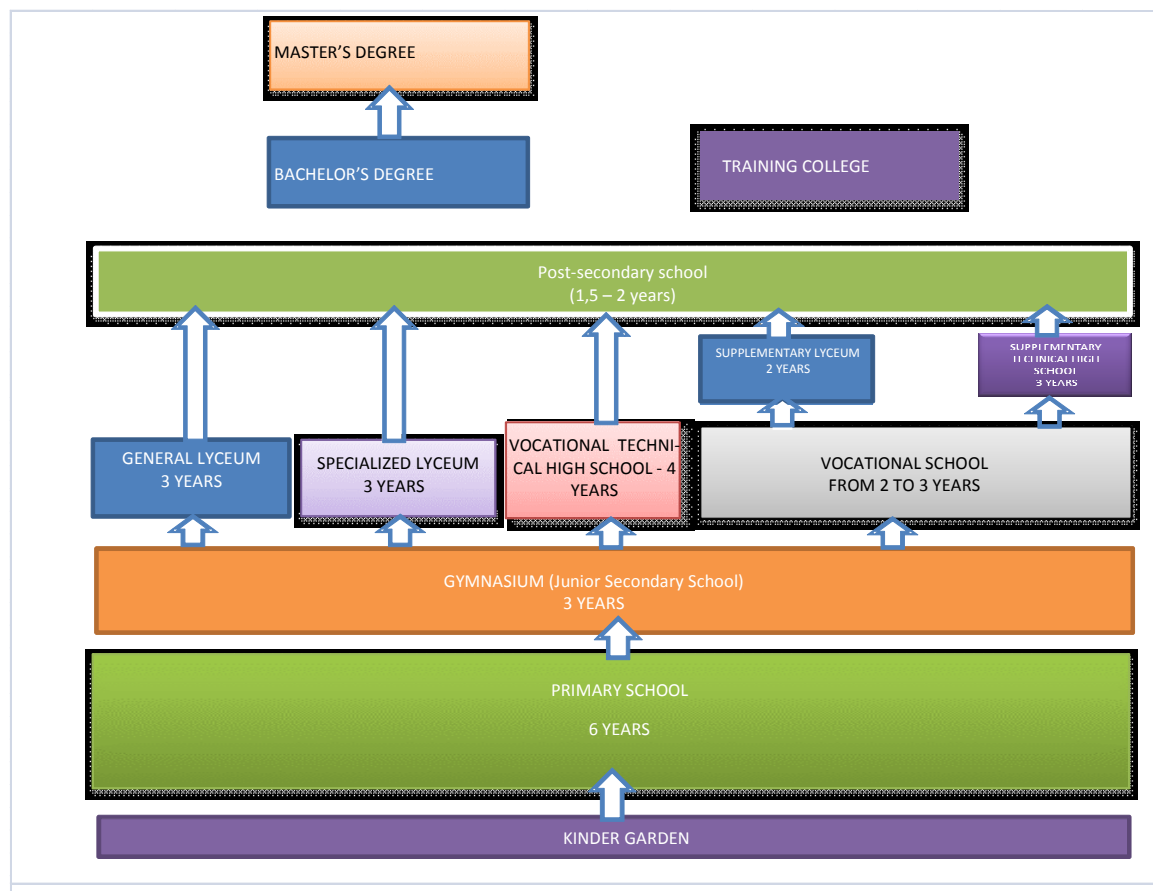
			School year			
female	2006/07	Anteil (%)	2007/08	Anteil (%)	2008/09	Anteil (%)
		an Gruppe		an Gruppe		an Gruppe
<b>Sekundarschule</b>						
Schuljahrgänge 5 und 6	3	75,0		0,0		0,0
Hauptschulabschluss	114	39,4	99	35,4	78	43,6
Realschulabschluss	492	46,2	329	48,0	249	47,8
Produktives Lernen	5	26,3	2	25,0	1	14,3
Gymnasium	818	58,0	401	58,8	329	55,0
Förderschulen	92	56,4	76	42,0	53	33,1
<b>altogether</b>	<b>1524</b>	<b>51,6</b>	<b>907</b>	<b>49,3</b>	<b>710</b>	<b>48,5</b>

Source: Statistical administrative office Saxony-Anhalt

### Lower Silesia

Currently the education system in Poland covers primary, secondary and higher education, as it is presented on the figure below.

Figure 46 Polish system of education.



Source: own study

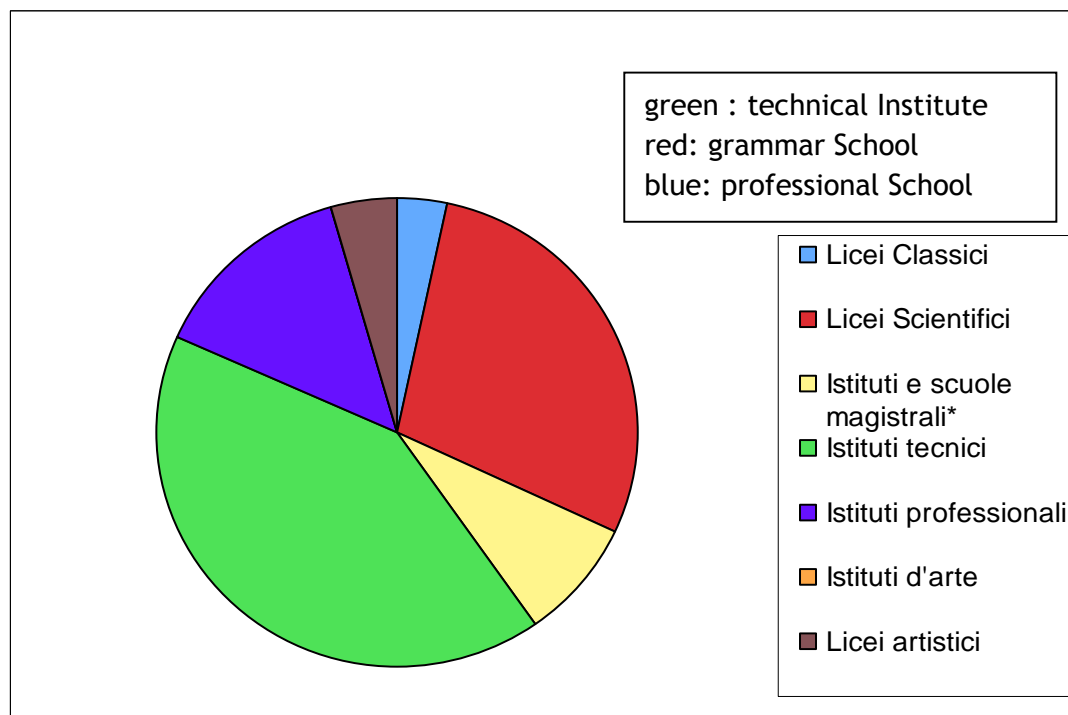
Between 2004 and 2009 the number of pupils in primary schools in Lower Silesia dropped from 181 250 to 151 605, that is 16% drop. As a consequence, over the same period, the number of schools dropped from 875 to 822. A significant development, however, was that in 2008 the falling pace of student numbers has slowed down. If we consider the fact that the number of children from the age-group 0-4 has increased, one can expect a temporary reversal of the negative balance. The rising question is, if the anticipated increase in the student numbers, with the concurrent reduction in the number of schools, will not contribute to the overcrowding in the classrooms and the necessity of longer commute to the schools.

Over the same period, the number of students in the grammar schools dropped from 108 023 to 89 786 - 17%, but simultaneously the number of schools increased from 480 to 492. The slowdown of a drop rate of the student numbers has also been observed. Within the current educational system, the new type of grammar schools - gymnasium - has received the most severe criticism from the teachers and the parents alike. The critics highlighted the problem of teacher's declining authority under the new circumstances, and a growing violence among teenagers. The employers complain that the schooling system in gymnasium has lowered the standards of vocational training through the reduction of the schooling period in vocational schools.

### Novara

The share of students in Grammar school and professional secondary school is higher than the average in Piemonte. Also primary school has a very high educational level. Novara is also part of the university of “Studi del Piemonte Orientale - Amedeo Avogadro” in three locations (Novara, Alessandria, Vercelli) with 7 faculties. The number of students increased in the last years from 6.912 (2005/2006) up to 9.272 (2009/2010).

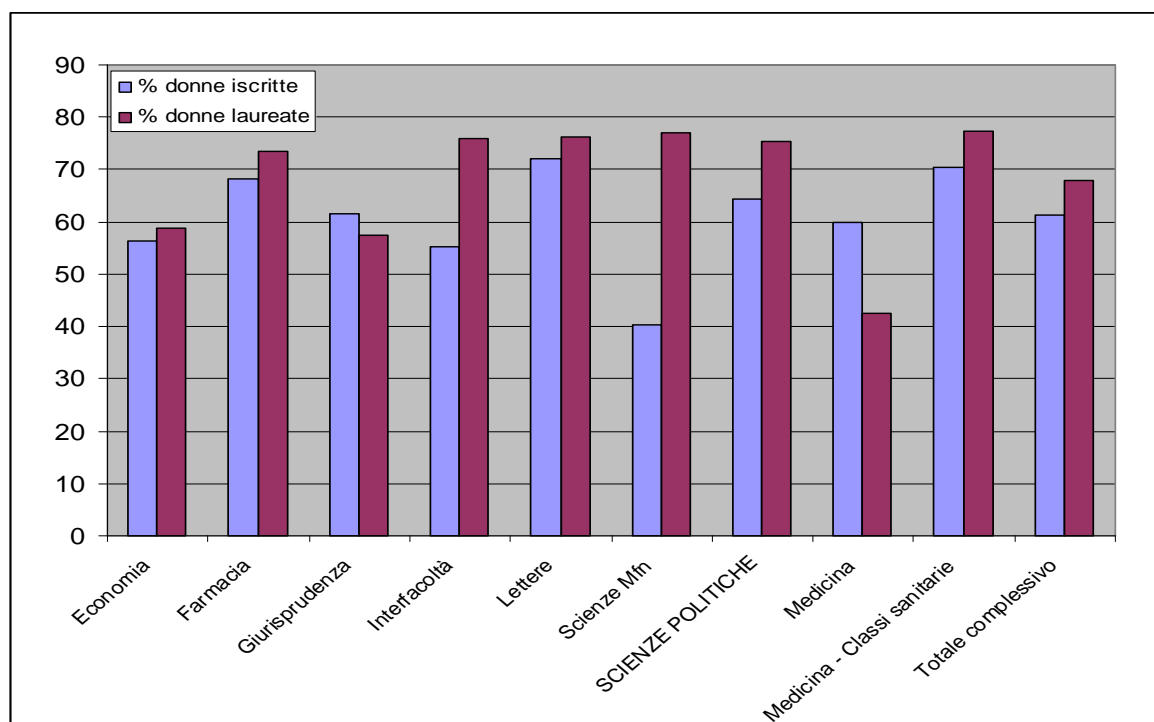
**Figure 47** Novara: II level Secondary school students for kind of institute



An interesting project is the project FlxO, an internships job placement with 62 trainees in companies, of which 44 young people are from Novara.

The percentage of women is higher than of men, both in scholarship and in University degrees in most cases.

**Figure 48** Università Piemonte Orientale: Rate of female students and university degrees 2007-08



A special part of the university is the hospital. The hospital "Staff of Charity" of Novara, took over the legal status of "Hospital-University". It is a 'Company of highly specialized relief national seat of learning in the Faculty of Medicine' s University of Piedmont Orientale "Amedeo Avogadro" and assistance functions, teaching and research. It works in the care hospitalization, an outpatient medical, surgical, rehabilitative, in emergency and outpatient. The company offers a comprehensive health care in all medical and surgical specialties and, in addition to being the reference hospital of North-Eastern region of Piedmont, it has for some specialties a catchment area of regional and national levels, are among centres of excellence in the Italian health landscape.





## 5 Characterisation of the training scheme

### *South West Styria*

In Austria there are several options to get professional training. The different forms of professional training are listed below.

- **Berufsschule and apprenticeship**

This model, the so-called dual system, is the traditional model of professional education in Austria. After 9 compulsory years at school, pupils start an apprenticeship which lasts for two to four years. Additionally pupils attend the Berufsschule (vocational school). This guarantees an on-the-job training and the teaching of a theoretical base in class.

- **Berufsbildende mittlere Schule (BMS)**

This type of school was already mentioned above. After graduation and ensuing three years of work, one has completed a professional education. This type of school also includes obligatory internships to get professional experience during school time.

- **Berufsbildende höhere Schule (BHS)**

The BHS was also mentioned in chapter 3 (p. 14). Besides the A-levels, people have got a completed professional education after graduation. This type of school is economically oriented and cooperates often closely with businesses outside school in terms of internships, projects or theses.

- **Lehre mit Matura (Apprenticeship with A-levels)**

This model is fairly new and was introduced to stop the downward trend of people doing an apprenticeship. Enterprises still need apprentices but less people are interested in this type of career due to a generally low appreciation.

In Styria this model is offered by BFI (Berufsförderungsinstitut) and the WIFI (Wirtschaftsförderungsinstitut). Besides the traditional apprenticeship, people can do their A-levels at the same time by attending courses at the institutes mentioned above. Participation in this program is supported financially up to 100% by the state of Styria.

- **Shortened apprenticeship after A-levels**

This option is suitable for people who decide against studying after their A-levels. After graduation people can start a shortened apprenticeship (2 years instead of 3-4) in order to get a quick professional training.

- **Kolleg**

A Kolleg is sometimes offered by BHS. It means graduating within two years (what lasts usually five years at a BHS). To start a Kolleg is a precondition that the applicant has got A-levels. In two years the pupils get a complete professional education (equivalent to the five year lasting model).

- **Trainee programs**

These programs are offered by enterprises (mostly banks) to graduates from university in order to prepare them for a career within their enterprise. Usually the program lasts for 12-24 months.

#### **Development of the training demands (school leavers, previous applicants)**

- During the last years a trend towards higher education and the wish for higher qualified jobs have become clear. According to the number of pupils in different types of school, Berufsschulen (vocational schools), Polytechnische Schulen and Hauptschulen are confronted with declining numbers whereas pupil numbers in AHS and BHS remain pretty stable, and the BMS are even showing growing numbers.
- As a result of this trend, enterprises looking for apprentices are confronted with a lack of sufficiently qualified applicants. It is getting harder and harder for enterprises to find adequate apprentices and they keep complaining about the sinking qualification of the applications.
- Modern education should not focus only on specific knowledge but also provide general knowledge. Nowadays it is important that graduates bring certain key qualifications (languages, social skills, economic and computer knowledge).
- There are orientation classes for the 9<sup>th</sup> compulsory school year in a few schools (particularly Polytechnikum) for pupils who haven't made a decision yet. This is a good option for previous applicants and pupils with language problems who didn't get the entrance examination for higher educational schools (AHS, BHS) to tide over a waiting year.

#### **Development of training opportunities (occupational and inter-company apprenticeship, vocational schools, how to acquaint pupils to vocational training)**

Due to trends towards a declining population and overageing of the population it is expected that there will be a shortage of skilled workers within the next years. In connection with a trend towards higher education the skill shortage might intensify.

On the other hand it gets harder to get a job without professional experience. Enterprises demand applicants who can already prove professional experience. In order to ease this development a new model for apprenticeships was created to make this model more attractive: "Lehre mit Matura" (see above) has been quite a success so far.

### *Usti*

The system of further education within the lifelong learning is operated at secondary schools but also in companies within the company education or by the form of retraining programmes. The term lifelong learning is not defined in any valid legal regulation and is not comprehensively regulated by any legal regulation. The individual parts are not interconnected and exist as isolated units.

In 2007, the Government adopted a new strategic document, the Strategy of Lifelong Learning of the Czech Republic (decree No. 761 of 11<sup>th</sup> July 2007). This document deals with the area of lifelong learning in our republic and it primarily brings some proposals how to develop and support this area. Lifelong learning is understood here as an essential conceptual change of the education concept and its organizational principle where all possibilities of learning are meant as one interconnected unit which:

- enables various transitions between education and employment,
- allows to gain the same qualifications and skills by different ways and anytime during the life,
- includes individual and social development of all kinds and in all environments,
- emphasizes the development of abilities and skills during the whole employment and even after its termination if the individual decides to do so,
- in the area of lifelong learning, there is also emphasized the possibility of a free will of an individual and his/her active role and responsibility in the process of lifelong learning, and also the need to use ICT in this area, such as e-learning.

### **Development of the demand for further education (from the side of employers)**

The estimate of the demand for further professional education is derived from the analyses of the labour offices and statistical data of the Ministry of Labour and Social Affairs of the CR (period 2000-2008). The highest demand for job applicants from the employers in the region is for the employees with secondary vocational education with a certificate of apprenticeship (over 50 %). Then it is the demand for employees with elementary education

(20 %), with complete secondary education with a leaving exam (14 %), university-educated employees (7 %). The demand is satisfied from the viewpoint of the requirements for the education level. From the viewpoint of professional orientation, there is the highest demand of the employers in the Region for the applicants trained in professions of an assembly and construction worker, bricklayer, locksmith, metal tooler, welder, lathe operator, construction professions, workers in catering, drivers of motor vehicles. The demand for qualified workers is predominantly satisfied (the lack of construction and engineering workers, business representatives, foreign language teachers and doctors).

The number of economic entities in the Region is growing (medium and small companies, self-employed people). Concerning the field, these economic entities are focused on processing industry (production of metals, production of electrical, office and optical devices, wood processing, textile and clothing industry), construction and mining of mineral resources. The proportion of entities operating in services is growing dynamically (business, repairs of motor vehicles, consumer goods, accommodation and catering). The precondition is that also in the future more business entities will orient their activity in tourism (association with a reduction of mining and transformation of the Region into a touristic destination).

It is necessary to ensure a sufficient supply of educational activities in required fields. The problem is unsuitable field structure of professional orientation of economically active people in the Region. It does not correspond to the needs of the labour market or the barrier can be an insufficient practice of young people or insufficient knowledge of modern technologies at older employees. It is necessary to learn to choose suitable retraining means and improve their quality.

### **Development of the supply of further education**

On 30<sup>th</sup> July 2008, there were 96 educational facilities of professional education of adults in the entire territory of the Usti Region. Out of 1,400 offered courses and trainings in total, 61 % are retraining courses. The offer of education via the Internet (e-learning) is growing in the Region. Most courses are focused on the field of information technology (computer courses). Up to 54 out of

According to the latest surveys the secondary schools founded by the Usti Region focus primarily on the following activities in the area of further education:

1. Further education of adults, retraining
  - retraining realized within the active policy of employment on the basis payment by contact labour offices,
  - retraining realized within the project grant from the European Social Fund and the state budget of the Czech Republic.
2. Further education - study at colleges.
3. Study at colleges is on the border between secondary education and tertiary university education. Its position is regulated by the Act No. 561/2004 Coll., (School Act) as amended. By its character and the age of student the study can be assigned to the system of tertiary education.

#### 4. Further education - university lifelong learning.

This system is not at secondary schools in the Usti Region applied separately but on the basis agreements of an appropriate secondary school and university. The cooperation has many forms, the most frequent is targeted education of pedagogical employees "tailored" to secondary schools.

#### 5. Further education in the system of acceptance of results of further education.

Legal frameworks for schools are regulated by the Act No. 179/2006 Coll., on verification and acceptance of results of further education. This act is in force as of 1<sup>st</sup> August 2007 and the condition for its direct implementation is a formation of the National System of Qualifications. The act deals with the problems of complete and partial qualifications.

#### Examples for realized projects

(Maybe, this could be good practices. *the editor*)

##### Project UNIV 2 KRAJE

In the last month of the school year 2008/2009, the implementation of the system project of the Ministry of Education, Youth and Sports called UNIV 2 KRAJE - Transformation of secondary schools into lifelong learning centres started in the Usti Region as well as in all other regions of the CR (except for the capital of Prague).

This project, financed from the resources of the ESF and the state budget, continues in the UNIV project which was implemented in selected schools of our Region in 2005-2008. The general aim of the project is to transform secondary schools from institutions providing initial education into centres fulfilling the concept of lifelong learning, i.e. such institutions that will, apart from initial education, offer also various forms of further education for a wide range of interested people.

The vision of the project will be implemented by activities leading to creation of suitable conditions for the change in question.

The project in the Usti Region involves 28 secondary schools topographically evenly located in the territory of the Region and with a diverse structure of fields of study. The centre of lifelong learning will be established at each of these schools; the centres will coordinate their educational activities so that the total offer of programmes of further education really covers the educational needs identified in the given region. Each school involved in the project will prepare, in cooperation with suitable employers or social partners, 3 programmes of further education one of which will be verified as a pilot one. The school network in each region will have its own information system of the offer of further education; these systems will be mutually interconnected and linked to the national web-site of the offer of DAT further education.

Development of further education at secondary schools, which is the aim of the UNIV 2 KRAJE project, will enable to better and more efficiently use personnel, material and space capacities of secondary schools insufficiently used because of demographic decrease and use them for further education. The part of the project is also a promotional campaign explaining the need of further education for adults in connection to better usefulness in the labour market.

##### Project VACLAV

The aim of the VACLAV project is to propose and realize a quality and functional system of education for school employees and school facilities in the Usti Region, during the project implementation realize for free accredited programmes and informal education for the target group of ca 1,500 school employees and school facilities preferentially in the place of range of activity of their school for the period of the VACLAV project, and during the VACLAV project implementation extend the offer of educational programmes including acquisition of new accreditations (with regard to the demand of 2009-2011 from the side of schools founder, head teachers and individual pedagogical employees and school employees and school facilities).

### Project ROZAM or Rozvoj Zaměstnanců (Development of Employees)

A pilot realization of the ROZAM project has been running since November 2007 in the Usti Region, the Zlin Region and the Vysočina Region. The support tool, which ROZAM verifies in the environment of the Czech Republic, is a multi-source funding of further education by means of a voucher system which works in many European countries, such as Belgium, Austria or Italy. The advantages of the voucher system include primarily transparency and ability to ensure usefulness of invested finances from the state budget and from the EU funds. The big advantage of the system, which is particularly appreciated by smaller companies that do not usually have staff capacities to prepare their own projects and cannot therefore get a financial support from the ESF, is primarily minimal administration connected to acquiring a subsidy.

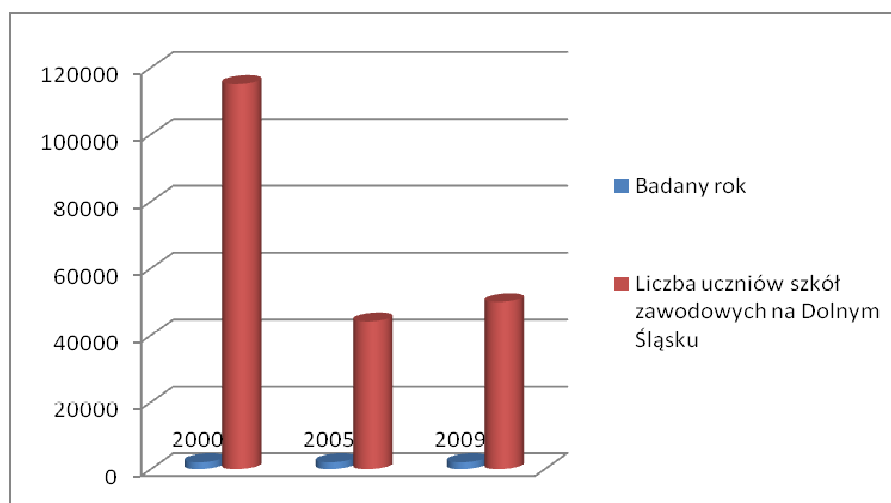
Financial subsidy for the Usti Region was, with regard to the extraordinarily high interest from the side of entrepreneurs and educational institutes, used in full extent. The number of employees and employers in all three pilot regions, who participated within ROZAM in some of the granted trainings, exceeded 130. The entrepreneurs were most interested in the courses focused on information technology and languages, the courses from the field of personal development were also frequently used.

### Lower Silesia

Different tendency can be observed in vocational schools and technical high schools in Lower Silesian voivodship. There has been a steady increase in the number of schools and students alike. In 2000 the number of students in vocational schools and technical high schools in Lower Silesia amounted to 115 067, of which: 37 666 students in vocational schools, and 77 401 students in technical high schools. In turn, in 2005 the number of students in vocational schools and technical high schools equalled 44 151, of which: 17 021 in vocational schools and 27 130 in technical high schools. It means that within only five years there had been a **dramatic** fall of the number of these schools and students.

From 2007, after several years of continuous fall of student numbers in vocational schools, there has been a steadily growing interest in this kind of education anew. In 2008 the number of students in vocational and technical schools already amounted to 17 100; more than in 2005.

**Figure 49** Number of students in vocational schools 2000 - 2005 - 2009 in Lower Silesia



Source: own study

Reverse tendency has been observed in technical and vocational schools in Lower Silesian voivodship. Over the past few years one can record an increase in the number of schools as well as of students. According to the Statistical Office in Wrocław, in the academic year 2008/2009 the most popular courses in vocational schools were those related to the engineering and technical occupations (42,6% of student total). This number has increased in relation to the last year. The vocational courses oriented on the sector of services were also quite popular (20,6%); these courses too reported an increase in the student numbers. The lesser interest was reported in the economic-administrative courses (13,6%), as well as in the production and processing courses (11,6%). Relatively low number of students took a course related to the architecture and construction industry (11%), although this number has also grown. The above mentioned situation is alarming, since the economy experiences shortages in the construction industry specialists.

Similarly to the vocational schools, technical high schools experienced a growing number of students. Over the last five years, roughly 5000 more students were admitted. It was a contradiction to the nationwide tendency, where from 2005 to 2008 the average was 5% reduction in the number of technical schools.

The period 2004-2009 also noted a steady drop in the number of students in general lycées from 52 375 to 43 204 (by 18%), and a radical decline in specialized lyceum from 20 821 to 4 209 (by 79%). At the same time the number of students in the high schools for adults has increased.

The public academia reported the biggest increase in the number of students on the following courses: journalism and communication, production and processing, biology and transport services. Whilst the environment protection, rural science and mathematical-statistic courses recorded the biggest drop. The private academies noted the biggest interest of students in the courses related to the public services, humanities, art and medicine. At the same time, a drastic decline was reported on the engineering and technical, as well as transport courses.

One ought to remember that the growth of student numbers is likely to cause the lowering of the education standards, which then impacts negatively on the functioning of the labour market.

In Poland, the lifelong learning is not as popular as in the countries of western Europe. Estimated data shows that around 13-15% of the Poland's population participated in the lifelong learning programmes, while the average of OECD is over 30%. The percentage of the working population undergoing additional training amounted to 10%, whereas the EU average reached the level of 20% of the employed.<sup>2</sup> In Lower Silesia similar tendency has been reported, despite the wide range of the vocational training courses the citizens have at their disposal. The list of the courses includes the postgraduate studies, vocational trainings and supplementary courses.

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<sup>2</sup> Ibidem.



The important elements of the lifelong learning in Lower Silesia are academies and post-secondary schools. Academies offer a wide range of postgraduate courses for the people with Bachelor or Master's degree.

According to the research of the Marshal's Office of Lower Silesia conducted between 2009 and 2010, covering the enterprises from the so-called strategic branches, 70% of those companies benefits from the supplementary training courses for the employees. Around 87% of employers assessed the training courses as efficient, while 76% of employers expressed a positive opinion regarding the postgraduate studies.<sup>3</sup> A high mark for the efficiency of the training courses results, above all, from fact that these services are, by their nature, task-oriented and directed towards a particular issue. Moreover, in the face of huge market competition the quality of provided services determines the degree of competitiveness of the company.

Analyzing the system of training courses in Poland, one must observe, that significant number of young people continue or is about to enroll on a course within the vocational training system, but the acquired skills will not make it easier for them to begin a working life. Over the last few years half of the population under 25 years old has been studying, while only half of those who already finished their education were employed.

The growing popularity of the vocational training system could be explained by arguing that professional qualifications are directly linked to the occupational activity. It is observable practically on every level: for example people with a technical high school diploma are by 1/6 more occupationally active than those who graduated a general lyceum without any specialization (lyceum).

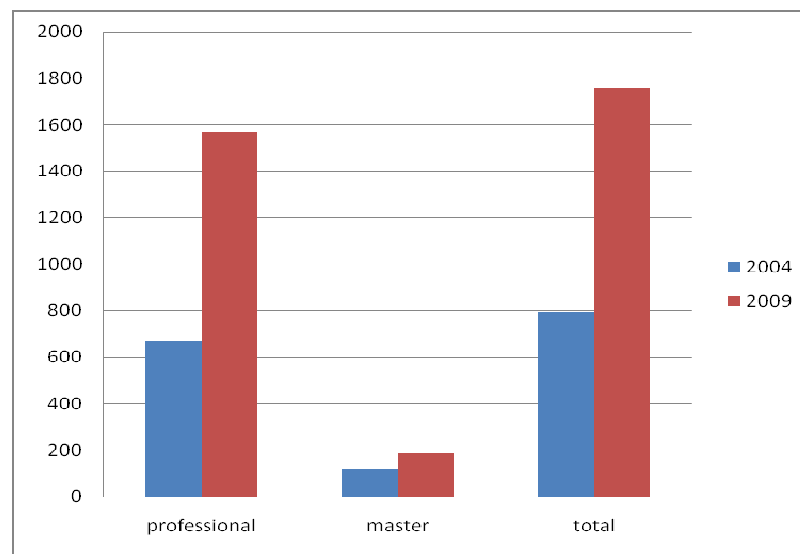
Modernization of the Polish economy, departure from the long-established agro-industrial economic model, and a rapid expansion of the services created the need for supplementary training or vocational retraining of the personnel. Over the last twenty years there has been a significant increase in the demand for highly-skilled workers. A substantial boost of the demand was also reported within the sector of services, new technologies, in financial and banking sector, or in the education - the branches that demand high qualifications.

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<sup>3</sup> *Prognoza rozwoju dolnośląskiego rynku pracy. Prognoza zapotrzebowania gospodarki regionu na siłę roboczą w układzie sektorowo-branżowym i kwalifikacyjno-zawodowym w województwie dolnośląskim*, Urząd Marszałkowski Województwa Dolnośląskiego, Warszawa 2010.



**Figure 50 The number of professional and master examinations in 2004 and 2009 in Lower Silesia**



Source: Own study on the basis of Craftsman's Chamber Reportings 2004-2010.

The regional specificity of Lower Silesia has modified, over the last few years, the demand for vocational trainings making it more correlated with the socio-economic life of the province. There is a growing number of students, who chose their future professional career by taking into account the possibility of labour-related migration, or the employment in the enterprises profiting from the international cooperation (geographical proximity of Germany and the Czech Republic).

For example, in the first half of 2010s the biggest interest was devoted to the professions that could potentially give a fair chance of finding the employment abroad e.g. in Germany. The courses related to the tourism industry are still quite popular (e.g. hotelier technician). The nationwide tendency is characterized by growing interest in various courses in the sector of services. In Wrocław, the new courses that, most recently, enjoy a considerable attention are: photo technician, advertisement specialist, and technician of digital graphic processes. The common trend is the declining popularity of the traditional professions such as tailor.

One of the main problems of the vocational training system is a repeated failure in job-hunting among the graduates. Furthermore, quite common difficulty in the private sector is the question of practical training. Public schools usually (if at all) have at their disposal poorly-equipped and obsolete workshops, or they use the special Centers of Vocational Training, where, on the other hand, the students lose contact with their school teachers. It often happens that the private schools do not provide any practical training whatsoever, or they look for partners in the private sector. It is not easy to find a private enterprise willing to organize and conduct a practical training for students; in some cases the school must pay for such a partnership. In dynamically developing branches, like the hotel business, gastronomy, transport and logistics the cooperation between the schools and the employers works out very well.

The vocational training system helps to raise occupational qualifications, but still it is not a coherent system that could guarantee the highest level of vocational education. Moreover, the system remains somewhat detached from the labour market, particularly the public institutions that react to the market demand with a considerable delay.

Hence, it is extremely important to find such solutions, which will allow us to better help - as a sort of target group - the disabled, students, and generally people with learning difficulties. According to the interviewed regional authorities these forms of support include:

- Organizing supplementary vocational trainings (for students in all schools, but often as an award for good grades and general attitude of the student)
- Scholarships (sport, artistic and educational)
- Additional after-school classes
- An opportunity to co-realize certain projects with local Job Centers, which pick the trainees from the target group (disabled, students, people with learning difficulties).

### ***North Great Plain***

#### **Professional training out of school**

Only those having the required qualifications (school background) set in the Common Education Act can participate in out-of-school professional training.

Of the launching of a professional training, of the qualifications that can be gained by the training, of the results of the exams the regional labour offices are to be informed by the organiser of the training.

Out-of-school professional trainings can be organised by:

- Institutions of higher education
- Regional centers for labour-development and training
- Institutions assigned by the minister of professional training, and institutions providing schooling
- Integrated Professional Training Centres.

Participants of professional trainings are given the chance to gain a state acknowledged profession. Such trainings, as seen as a possible tool for (re-)integrating to the labour market those who - for some reason - failed to find stable employment, are often co-financed by the state or local governments. Labour offices are also often out-sourcing such trainings.

#### **Out-of-school trainings**

Of those trainings that do not have a professional certificate as an end result only a few legal guidelines can be found.

The Act on Adult Education defines adult educational activity as regular (meaning a recurrency within a year, an educational time mounting up to at least 15 hours and 3 days) vocational general, language or professional training or service connected to adult education, that is not part of the education system. Such activities could be realized by common educational institutions, professional training institutions, institutions of higher education, associations, public bodies, foundations, public foundations, corporate bodies, corporations without corporate bodies, entrepreneurs, and companies of these established to provide adult education.

Professional or just out-of-school trainings are still not wide spread in the country.

### **Life Long Learning**

With the expansion of life long learning, besides the full time school system programs, other educational trainings also gained importance: first of all distance learning, correspondence courses (together: adult education). In spite of the widespreadness of the education of the young people, the evening and correspondence courses remained in the education system on a primary level (with 2 thousand people), on the secondary level its aim was pushed towards complementary education. In the school year of 2008/2009, 79 thousand people participated at non-full-time secondary education, which shows a great decrease, compared to the previous school year, especially in respect of secondary school trainings. In 2008, 12,7 thousand heads took a successful A-level exam.

Figure 51 Number of students in the higher education system

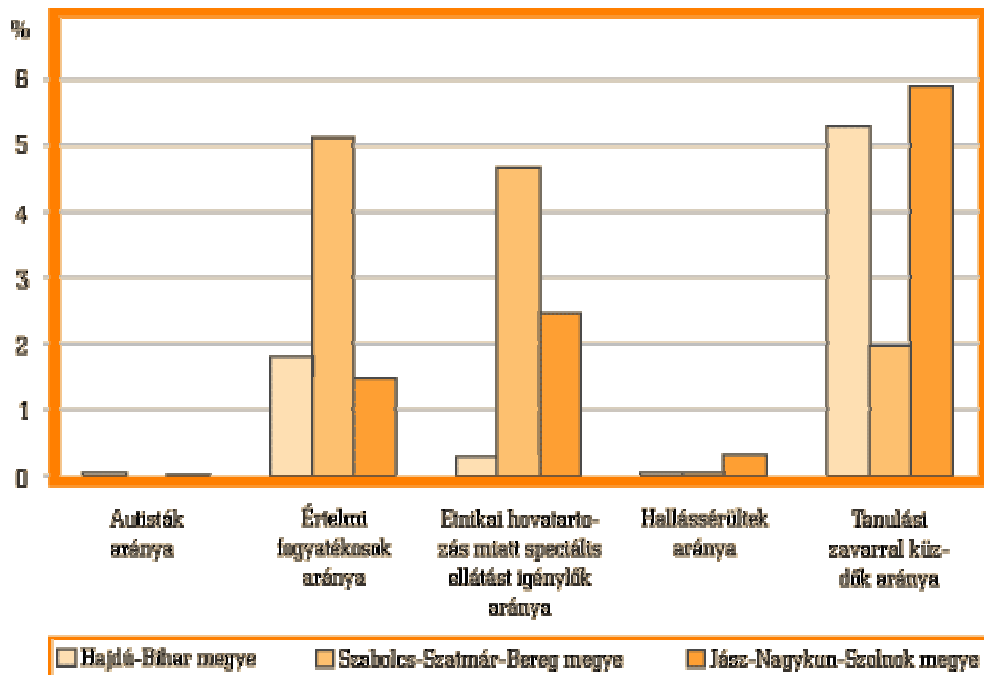


### General Survey of the Young People with Special Needs in the Northern Hungarian Region

The goal of education has always been to make the children appropriate to successfully live in the society. In case of some groups, the goal appeared in a stronger form than an integrational ambition. The improvement of the educational system and these days' social (and economic) changes work against these aims, as more and more children cannot correspond to the requirements of the education. This is caused by the socio-cultural background, the lack of linguistic socialisation, in cases the capacity of the child as well the disorder of the development of abilities. The latter ones can be part of the classically understood deficiencies (sight deficiency, hearing disorders, locomotion disorder, serious disorder of development ability of speech, mental disorder), but also one of these days' so called "other disorders" (partial ability disorder, attention deficit, autism, hyperactivity, etc.). By the hardship coming from the family's socio-cultural and ethnic divergence, in case of the Hungarian society, we mainly mean Gipsy students' performance and adaptation disorders. By students with special needs those students are regarded, who cannot meet the traditional educational requirements due to some physical or organoleptic damage as well as some partial ability disorder. Under these circumstances their abilities and personality cannot improve.

The ration of the mentally defficient was the most signifificant in case of schools in Szabolcs-Szatmár-Bereg county: 5,1%. This ratio in case of schools in Hajdú-Bihar county was 1,8%, whereas in Jász-Nagykun-Szolnok county it was the smallest: 1,47% on average.

**Figure 52 Scale of special needs students in the 3 counties of North Great Plain**



We have found significant differences between the schools in respect to the type of settlement of the head-quarters regarding the mentally disabled, the ones having learning disorders and those "declaring themselves as being of gipsy origin". In case of the mentally disordered, the difference is highly significant. The reason can be that in small settlements, there is a rare occasion of the existence of special primary schools, so that one half of the mentally disordered students visits the local primary school, a normal class or attend a special class run within the local school. The bigger the settlement, it is more probable, that there is an established special school system. The greatest proportion of mentally disabled students can be found in schools of the county seats. These schools have such institutional background, institutional connections (committee of experts, educational guidance, development centre) that helps the teachers in noticing the learning disorders and provide help to board the students.

The condition of the actual, daily provision of the children with special needs, is of the change of the attitude of the teaching-staff. This change can be indicated and further changes can be granted if the teachers participate in various trainings. Teachers of handicapped children, development educators, etc. help fulfil the special needs. 33,7% of the interviewed schools have a qualified teacher for teaching moderate mentally disabled children. 22,1% of the schools employs a development educator within its personnel, 17,6% employs some kind of speech developing specialist and in 13,5% of schools motion developing specialists are employed. In 13,1% of schools can be found (in 32 schools) assistants of

handicapped children who obtained their degree besides their pedagogical diploma. 5,3% of the schools engage a social- teacher, 3,7% employ a full-time psychologist while 0,4% of the schools engage social workers. 1,6% of the answers contained the names of such qualifications that could not be put into any above category. Of these qualifications it is characteristic, that they tend to take aim at the special needs of children that have an outstanding ability, in this respect we are talking about talent scouting.

### **Burgenlandkreis**

General remarks are done in the previous chapter.

**Table 26 Professional apprenticeships and applicants in the labour-region Merseburg (with Burgenlandkreis)**

Reported professional apprenticeships and applicants in AA Merseburg from 2003 to 2008							
Year		2003	2004	2005	2006	2007	2008
Professional apprenticeships		1.788	1.915	1.676	1.518	1.605	1.807
Applicant		3.849	3.865	3.542	3.421	2.777	1.999
Relation		0,46	0,50	0,50	0,44	0,58	0,90

Source: Ministry for economy and work Saxony-Anhalt

The number of school leavers went down last year nearly 40%. This is a marked sign of demographic change. The number of the offered apprenticeships and the number of the applicants has approached very strongly in 2008 and has changed in 2009. For the first time the number of the offered positions as an apprentice was considerably larger than the number of the applicants in many areas. For the future development the further improved integration of the young into the working world remains one of the decisive questions at the backup of the human resources. This also means a new challenge for the economy as a decisive strap of the professional education besides increasing requirements on the educational system.

## 6 State of the interaction between schools and institutions of vocational training, administration and economy

### *South West Styria*

#### General presentation of the interactions

In the region South-West-Styria a net of cooperation and interactions between various institutions exists already. The main types of cooperation including examples are listed below.

- **School - Business interaction**

Especially BHS have a long tradition of interaction with the local economy. Many schools demand compulsory **internships**. Usually they support the pupils in finding an internship and provide a pool of possible internships. This allows the pupils to get their first contact with the local economy and their education gets more practically oriented. Some schools even demand the writing of a **thesis** in cooperation with a local business.

Another form of cooperation is the so called “Schulsponsoring” (**school sponsorship**). Most schools are sponsored by local enterprises. These sponsors also organize lectures at school about economic issues.

Apart from these long term interactions there are also isolated events for schools and enterprises like organizing orientation events or excursions to local firms.

- **School - University cooperation**

In some cases there are agreements between BHS and Fachhochschulen. They recognize that they sometimes have similar contents of teaching; therefore graduates from these BHS have the advantage of a shortened study period.

- **School - AMS cooperation**

There is no formal cooperation between schools and the AMS. However, every now and then events are organized in order to inform pupils about their opportunities after school.

- **School - Wirtschaftskammer (Chamber of Commerce)**

The Wirtschaftskammer (WKO) offers courses for the Wirtschaftsführerschein (Entrepreneur’s skills certificate, ESC). The ESC is a nationwide recognized certificate that acknowledges profound economic skills.

- **School - SFG (Styrian Business Promotion Agency)**

- o “Start up Schule” (Start up school)

“Start up school” is a competition of 4<sup>th</sup> grade classes of several HTL’s and final year classes of technical vocational schools where they have to develop a business plan with innovative ideas. The pupils get coaching from school, the Styrian Business Promotion Agency, the chamber of commerce and several other partners.

- **“Start up Lernfabrik”**

Target groups of this program are teachers of HTL’s and vocational schools as well as enterprises. The “Start up Lernfabrik” is a free of charge workshop for teachers about economic issues (e.g. motivation, teamwork, conflict management, etc.). The main aim is to strengthen the awareness and coherence of economical issues and to build a local network of teachers and enterprises.

- **Administration (Government of Styria) - economy (AMS) cooperation**

- The **STEBEP (Styrian Employment Pact)** was established as partnership on two levels beginning in 2000 - the process was started at first bottom-up in six regions on NUTS III level with the participation of about 300 institutions. The **regional pacts** were built up following a common structure and standards with specific adjustments for every regions needs. At the moment there are five regional pacts in Styria, one of them in South-West-Styria (Districts: VO, DL, LB, and RA).

- The **"Employment Pact South-West Styria"** concentrates on the region's strengths in 2005-06 (the food sector, wood sector, metal sector and tourism), with the aim of "secure opportunities for men and women, as a basis for a fulfilling life for all in an adaptable region."

- Benefit of the Employment Pact:**

- on the basis of the „Employment Pact“ the connection of regional-, economic-, and employment-policies becomes more and more intensive
      - support in finding alternative funding, particularly by a stronger participation of municipalities and companies
      - reduction of cooperation barriers

- **Other programs related to cooperation between schools and other institutions**

- **“Faszination Technik”** - An interaction between WKO, schools and businesses
- **TRIALITY** - A modern way of doing an apprenticeship
- **FIT** - Girls and technical professions
- **TAKE TECH**
- **“MEINE KARRIERE - MEINE WIRTSCHAFT”**
- **MechatroniX Summer Camps**



## Methods and projects of the career counselling

In general quite a sparse career counselling exists in the region; however, various examples available are listed below. The main partner for career counselling in the region is the AMS, which runs several so-called Berufsinformationszentren (BIZ) all over Austria. There is also a BIZ in South-West Styria in Deutschlandsberg which frequently organizes events related to career counselling. These centers also welcome classes and offers tests to find out more about one's qualifications and possible professions.

- **Isolated career counselling**

The most often used method of career counselling is the organization of isolated events. Excursions to universities, enterprises or post-secondary schools are quite common.

- **Periodic career counselling**

Most schools organize excursions, invite universities and enterprises to present themselves on a regular base (usually once a year). Usually graduate classes are the target group.

- **Quasi-continuous career counselling**

Each school is obliged to employ one person responsible for career counselling at school. Usually there are regular consultation hours. The local BIZ (see above) also is permanently available for providing career counselling for interested pupils.

## Forms of support for specific target groups

- **Highly gifted people**

Austria does not have a very distinct tradition in the support of exceptionally gifted people. However, there are some programs worth to be mentioned.

- Schüler/innen an die Unis (Pupils go to university)

This program is a cooperation between participating schools, universities, the Österreichische Zentrum für Begabtenförderung und Begabungsforschung (ÖZBF) and the Austrian Federal Ministry for Education, Arts and Culture. The goal of this program, is to enable highly gifted pupils to take courses at university before their A-levels.

- Several schools offer the participation in foreign history-, politics-, languages-, chemistry-, physics- and math- Olympiads to motivate highly gifted pupils.
  - The Styrian association "pro talent Steiermark" organizes activities to support highly gifted pupils.

- In several schools workshops organized with musicians and regional disabled artists support talented pupils and give them the chance to perform and display their art in public.
- Additional voluntary theatre, presentation method- and language classes (Russian language, Slovenian) or oratory contests are also forms of support.

- **Disabled people**

- There is advancement from the government of Austria for physically disabled people (e.g. blind people) in higher educational schools.
- There are specialized teacher supporting pupils with different first languages than German.

- **Supported students**

Everything concerning financial support of students/pupils is part of the responsible ministry. In general, financial support for economically weak pupils or talented students is offered.

- **“Schüler fördern Schüler” (Pupils help pupils)**
- **Additional language classes**

## **Usti**

### **Cooperation of schools with other sectors**

Cooperation with other institutions is especially developed during realization of projects paid by the European Union within the programme of Education for Competitiveness. Schools cooperate e.g. with other educational institutions and economic chambers as the representatives of employers. Projects are focused on topics such as enhancement of qualification and competitiveness of graduates for the labour market, promotion of technical and craft fields, environmental education, education of disabled people etc.

### **Cooperation with economic chambers**

An example of good cooperation of schools and associations of employers is the establishment of the Good list of the chamber. **The Good list of the chamber** is a prestigious document of the economic chamber declaring capabilities of a worker entering the labour market for the first time and is issued to selected students of a given field of study. It is a document by which the chamber verifies and confirms knowledge of a secondary school graduate. To get the Good list of the chamber the student has to fulfil strongly specified conditions. He/she must primarily have good results in the profile subject, must have an ‘excellent’ mark and must not have disciplinary problems. Furthermore, he/she must regu-

larly take part in events organized by school and also out of school associated with the professional orientation of the subject he/she studies. This recognition is not intended only for the top of the class but for all skilful students who extraordinarily well cope with the selected field of study. The chance of the holder of the Good list in the labour market is significantly higher in case that one of the parties decides after one year to terminate the employment of the holder.

#### **Cooperation with employers - Education centres**

New education centres, opened at three schools in the Region and focused on the support of technical and engineering fields, contribute to a great degree to the process of continuous improvement of cooperation between secondary vocational schools and employers. Schools submitted successful projects within the SROP programme to these centres.

#### **Cooperation when ensuring labour force for the Triangle industrial zone**

Schools operating in the area of the Triangle industrial zone were particularly in 2006 and 2007 involved in cooperation with the Usti Region and CzechInvest. In cooperation with investors schools modified the curriculum of individual subjects and fields of study so that the graduates are familiarized with machines and technology that the investors introduce in production. In total, 13 secondary schools operating in the region have actively joined the project.

#### **Other examples**

As an example of a best practice in cooperation of schools and employers we can mention the establishment of the Educational and Training Centre of the Usti Region (working name Polygon) at the Secondary technical school (Střední škola technická), Most - Velebudice, Dělnická 21, allowance organization. On the basis of negotiations with companies, the aim is to identify interests in the area of professional and special preparation of their employees and job applicants. Thereby the school gets a lot of information for preparation of educational and training modules that are "tailored" to the needs of employers.

#### **Methods and projects in the area of career consultancy**

The services in the area of career consultancy are at schools provided by the **careers master**. A head teacher of an elementary, secondary school and college ensures provision of consultancy services at school usually by the career master and school prevention methodologist who cooperate particularly with class-teachers, teachers of practice lessons, possibly with other pedagogical school employees. Provision of consultancy services at school can be also provided by a school psychologist or school special pedagogue. The career master gains education by the study of specialization focused on the field of pedagogy, special pedagogy and psychology. This specialization is a precondition for execution of specialized methodological activity of a career master.

Practically, work of the career master at elementary and secondary school is devoted to the following areas:

- prevention of school ineffectiveness,

- primary prevention of social-pathological phenomena,
- **career consultancy** integrating educational, information and consultancy support of a suitable educational way and later professional use,
- professional support in the integration and education of pupils with special educational needs, including the pupils from another culture environment and pupils with social disadvantage,
- care for **education of talented** and exceptionally talented pupils,
- continuous and long-term care for pupils with bad marks and creation of conditions for their improvement,
- methodical support for teachers in application of psychological and especially pedagogical knowledge and skills into school educational activity.

### Forms of support of specific target groups

In the Usti Region, there is the **Pedagogical-psychological consulting centre** of the Usti Region and the Institute for further education of pedagogical employees with the seat in Teplice which is founded as an allowance organization by the Usti Region.

This consulting centre provides services to parents, schools and teachers. It focuses its activity on consultancy in case of specific learning and behaviour disorders, assesses school maturity and intellectual capabilities, cooperates with logopedics classes, helps children adapt to school conditions, diagnoses specific developmental learning disorders, and ensures individual, group and family therapies.

In the Usti Region the attention is paid to **talented pupils** especially within extended teaching of individual subjects (language lessons, maths and natural sciences, information and computing technology, arts and crafts, music lessons, physical education). The process of work with talents especially includes screening tests and identification, modification of teaching in key subjects, determination of a teaching strategy and selection of suitable methods, creation of mechanisms supporting efficient work with talents and efficient consultancy.

**Preparation classes** are in the Usti Region established for **children with social disadvantages** and for children with the postponement of school attendance. Children from a family background with low economic position, children endangered by social pathologic phenomena, children of asylum seekers and asylum applicants in the Czech Republic are considered to be children with social disadvantages.

### Care for pupils with special educational needs

In 2008 pedagogical employees had been trained in the basics of the sign language. The aim of the courses was to familiarize pedagogical employees with the basics of the sign language, with problems of hearing-disabled pupils, students or clients, and with possibilities of communication between a hearing-disabled person and hearing person. At elementary schools there are also the pedagogue assistants for children, pupils and students with social disadvantages who create a link between a school and minorities.

### North Great Plain

The overall skills of jobless people may be improved by retraining courses but there are several factors that bring difficulties into this programme. One of them is the low schooling level, as in many cases there is nothing to build the curriculum on. Another problem is that low schooling level in many cases is coupled by high age.

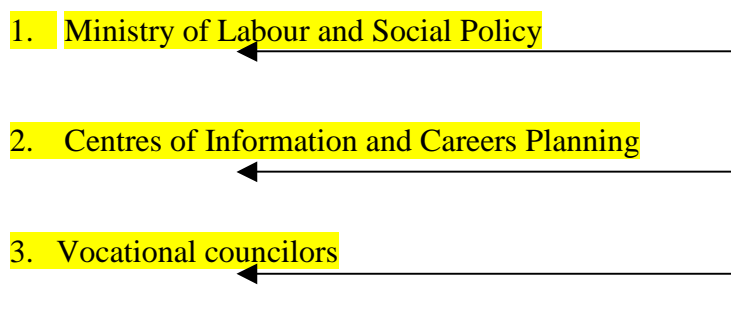
It is peculiar and contradictory, however, that the needs of the employers and investors (e.g. in textile industry and garment trade, in trade, catering and mechanical engineering) at present correspond more with the vocational trainings which are more practice oriented and rely on more direct relations with the economy. The majority of job advertisements are for activities demanding less creativity (and accordingly poorly paid).

In the vocational training, almost all sectors represent themselves in the Region but the participation rates are different. The highest proportions are represented within the trainings in the Region by the professions related to industry and construction (44%), transportation, telecommunication and service (37%) and trade (13%). The ratio of agricultural training is gratuitously low in all three counties.

### Lower Silesia

The contacts between schools and institutions of vocational training as well as the public administration and the economy in Poland are based on two main pillars. The first one is comprised of an education department directly subordinated to the Ministry of National Education. It is oriented on training and vocational guidance for the school-attending youth. It consists - among other things - on psycho-pedagogical counseling services, the offices of vocational counselors in schools and The Academic Careers Offices. The second pillar is comprised of a labour department, controlled on a nationwide level by The Ministry of Labour and Social Policy and on a regional level by, suitably, provincial (at the level of a province - voivodship) and district job centers. This pillar is destined for the young and unemployed people but it also offers aid to socially-excluded youth under the age of 25 by means of the Voluntary Labour Troops (Ochotnicze Hufce Pracy).

**Figure 53 The vocational guidance levels in Poland**



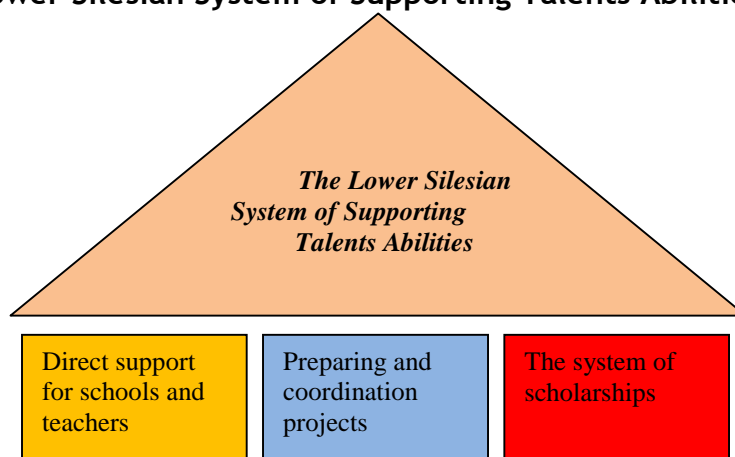
Source: Own study.

The Voluntary Labour Troops are the important establishments with regard to the socially-excluded youth under the age of 25. With the help of created by these structures the Mobile Vocational Centres, the young people enjoy the support in the form of vocational trainings, preparation for the entrance to the job market and employment agency.

A significant role in shaping the relations between schools, vocational education establishments as well as the public administration and the economy is played in Lower Silesia by The Educational Department of the Office of the Province Marshal's Office. Their tasks encompass among other things: the cooperation with other institutions of the job market with regard to education, particularly with local labour authorities, employers associations and The Provincial Commission of Social Dialogue (Wojewódzką Komisją Dialogu Społecznego).

Education marks a particular place in the Regional Development Strategy of Lower Silesia Province Governor Office. It is an essential tool of achieving other strategic goals. One of the main programs used to achieve this aim is *Lower Silesian System of Supporting Abilities*. It is based on three main pillars<sup>4</sup>.

**Figure 54 Lower Silesian System of Supporting Talents Abilities**



Source: Own study

**The first one** consists on a direct support for schools and teachers to work with the students of individual and specific predispositions and needs. On the level of the province these tasks are performed and coordinated by Lower Silesian Centre of Teachers In-service Training (Dolnośląski Ośrodek Doskonalenia Nauczycieli DODN) in Wrocław.

The most important tasks of DODN are:

- The in-service training for the work with a talented student, school leaders of ability support training,

<sup>4</sup> <http://www.umwd.dolnyslask.pl/edukacja-i-nauka/programy-edukacyjne-wynikajace-ze-strategii-rozwoju-wojewodztwa-dolnoslaskiego/> (22.09.2010).

- Establishing local support groups for school ability support leaders,
- Creating school ability support teams,
- Creating school programs of ability and interests development,
- Building the net of school supporting abilities in Lower Silesia,
- Involving local communities to programs and educational projects and their financing,
- Enlisting cooperation with schools by undertaking common initiatives regarding the development of ability support.<sup>5</sup>

The aim of **the second pillar** is to prepare, coordinate and finance various projects in the form of work with a talented student. One of its elements is Lower Silesian Festival of Science which is attended by the best scientists and universities from the whole region. In 2010 13<sup>th</sup> edition is taking place. Wide range of scientific areas are presented during the Festival allow to deepen integration of academic society. Moreover, it promotes regional education initiatives, helps brilliant youth in choosing best study option and paves the way to cooperation among business and science<sup>6</sup>.

A significant initiative are competition on the slogan: “Smart Lower Silesian Junior Secondary School Student (“zDolny Ślązak Gimnazjalista”).

**The third pillar** of *Lower Silesian System of Supporting Talents Abilities* makes its financial component. The major element here is the system of scholarships. It is based on the cooperation of Lower Silesia Province with the Foundation of International Education, the seat in Wrocław. In consequence, the regional scholarship program “talented Lower Silesia” (“zDolny Śląsk”) has been created. Its aim is a financial support of talented students who enjoy successes in the field of science, sport or art.

Another important project on the vocational training and information in Lower Silesia is *The Provincial System of Vocational Information*. Its main premises are: the constant provision, circulation and propagation of vocational information through various institutions. Its execution is influenced by working out and making available the information about the possibilities of education, raising up one’s professional qualifications, the profiles of particular professions, the contemporary job market, unemployment counteraction and institutions responsible for vocational guidance.

In conclusion, all forms of in-service training run either by secondary schools or by private employment agencies and training centres make a significant element of the economic development of the region and they should be coordinated with each other in order to adjust in the best possible way to the market needs. Yet, the relations between schools, in-service training centres, the public administration and the economy are characterized by a certain irregularity.

Secondary school is able to provide good theoretic preparation but usually it cannot afford to train a student professionally. Private company is not able (it does not have qualifica-

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<sup>5</sup> More on: <http://dodn.wroclaw.pl/> (22.09.2010).

<sup>6</sup> More on: <http://www.festiwal.wroc.pl/> (20.09.2010).



tions) to educate a young man but it (especially a big company) disposes of modern machinery and of proper work conditions. To sum up, the private sector has what the schools do not have - a potential didactic base while the schools are able to “manufacture” what a company needs - a well-educated worker. Unfortunately, the companies’ view is often quite different (what sometimes results from the lack of sources in small companies).

Private training and guidance centres have, to some extent by their nature, good (and much better than schools) relations with private companies and the job centres. Training and guidance centres pay much more attention to practical abilities of a student and they offer a concise and time-efficient form of training (an average training time 3 - 6 months), with a quite attractive training offer. The employers send their workers to raise their professional qualifications to these centres.

According to the research, conducted among the entrepreneurs by the Marshal’s Office of Lower Silesia<sup>7</sup>, the quality of education received largely positive opinions (63% of employers assessed that the quality of education is adequate to the needs of the market). However, the employers pointed few areas that need to be improved:

- Practical skills, at the secondary as well as at academic level
- Foreign languages
- Low level of the soft skills
- Ignorance of the key concepts in certain branches

The lack of objections regarding the level of theoretical knowledge confirms that the present educational model is focused on teaching students theoretical conceptions, and is lacking a proper practical training, teaching a faculty of deduction and self-improvement, and development of the soft skills. The concentration on theoretical aspects of vocational training is partly a result of poor cooperation between schools and enterprises. Both players function alongside each other, but they do not communicate effectively, and by the same token they do not know each other’s needs very well. Employers take school students on an internship with great reluctance. On the other hand, teaching requirements prevent the business practices from teaching students necessary skills that may disrupt the classes, but cannot be taught at school.

Nonetheless, it must be observed that the students in Lower Silesia receive all kinds of financial assistance, which constitutes an important incentive for the cultivation of scientific, sport and artistic talents. The scope and form of the scholarship assistance for the students of Polish schools are regulated by the act *O systemie oświaty* (On education system)<sup>8</sup>.

The most common form of financial assistance is a welfare allowance. They are financed by the local governments. The amount is ranging from 51,2 to 128 PLN per month. It is a form of material assistance addressed to the poorest, and it is supposed to be spent on

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<sup>7</sup> *Prognoza rozwoju dolnośląskiego rynku pracy. prognoza zapotrzebowania gospodarki regionu na siłę roboczą w układzie sektorowo-branżowym i kwalifikacyjno-zawodowym w województwie dolnośląskim*, UMWD, Warszawa 2010

<sup>8</sup> *Ustawa z dnia 7 września 1991 r. o systemie oświaty* (Dz. U. 1991 nr 95, poz. 425, z późn. zm).



didactic equipment, accommodation and travel costs. Another significant sort of scholarship is so-called motivational scholarship offered by national and local NGOs (foundations and associations). In Lower Silesia, this kind of assistance is a scholarship program “zDolny Śląsk”, realized by the Foundation of International Education and the Council of Lower Silesian Voivodeship within the framework of Lower Silesian System of Talent Support. Its objective is to lower the barriers in the access to education and support for the gifted students with educational, sport or artistic achievements, as well as those students from primary or secondary schools, who actively participate in the life of local community. Scholarship program “zDolny Śląsk” has been functioning from 2001. Up to this day, within the framework of the program, over 650

### ***Burgenlandkreis***

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

The concrete and practical targets are orientated at:

1. the improvement in the early work orientation in cooperation of school, economy, work agency, parent representations and parental homes,
2. the improvement in the prevocational training or the professional orientation of the teenagers lowering the great dropout rate in apprenticeships,
3. the backup of and improvement of the supply of in-firm-training and employment for the young in the region as an integrated approach within the economy support,
4. the pooling and networking of the most various initiatives, projects and measures to concentrated main actions as well as the useful combination of structures and networks.

For a successful implementation of the strategic attempts **at the professional orientation**, backup **up-and-coming skilled workers** and the **regional networking** as well as at the attainment of the targets the following emphases are set:

#### **1. Professional orientation**

##### Emphases:

1. Continuing and improving of approved actions and activities like the professional orientation fair, the traineeship exchange ([www.praktika-blk.de](http://www.praktika-blk.de)), the work orientating practical trainings in enterprises,
2. Initiating of "interest days" or project and practice days for pupils in enterprises in the context of the regular lesson,

3. Construction and implementation of studying partnerships between enterprises and the schools of the region County Burgenland with the aim of an early work orientation by the enterprises,
4. Strengthening of the relationship school (economy teacher), economy, also by a specific further education, particularly in the area of the secondary schools;

## **2. Securing of the new generation of specialist and executive**

### Emphases:

- A. Backup and expansion of the offers of in-firm-training and job supply young people in the region by:
  - Calling attention of the companies for the importance of the topic education and improvement of the willingness for apprenticeship and hiring by distinct support in activities like: initiating of joined education or implement an "education award" for the best education enterprise in the region County Burgenland,
  - specific promotion for skilled crafts and SMEs in schools in the context of the regular economy lesson in cooperation with the chambers,
  - Initiating from projects in schools for recognizing available competences as a pre-vocational training in cooperation with the vocational schools
  - Support at the integration of young professionals after finishing apprenticeship education into employment ("second threshold")
- B. Securing of the new generation of executives in the enterprises through:
  - early support of talented pupils and teenagers in the County Burgenland (WAS -- economy academy Weißenfels),
  - Expansion of the support (scholarships) for students and talented pupils and apprentices (e.g. by the foundation "Aufbau Unstrut Finne" or other adequate facilities
  - Rise of the supply of qualified practical trainings for students in companies with the aim of retaining them to the company on time
  - Rise of the supply of research projects from SMEs for students due to the improvement in the potential of innovation and the knowledge transfer from universities to the companies
- C. Support of the integration of disadvantaged teenagers into education and employment through:
  - Initiating the period wise professional education (modularization) in cooperation with the chambers and the vocational guidance of the work agency of coordinated measures
  - The improvement in the support of placement of school-leavers of the Hauptschule in apprenticeship (e.g. about the supply of "practice days" in companies) in cooperation with the chambers and the vocational guidance

- Development and establishment of in-firm-training-places for pupils with studying deficits
- Establishing a competence agency for disadvantaged teenagers in cooperation with the vocational guidance, the ARGE, the youth welfare department and providers of the youth welfare

### 3. Regional networking

#### Emphases:

1. Enhanced exploitation of the potentials of the regional economy promotion of the County Burgenland as a mediator between school and economy
2. Continuing the education workshops in the context of the annual BIM
3. Activating an **education forum** (half-yearly) for centralizing the information's about apprenticeships in cooperation with the decisive protagonists (agency for work, terrible, chambers, ALFF and others),
4. Formalising of the cooperation between the partners of the education forum in the context of cooperation agreements.

Exemplary approaches of the professional orientation, shall be developed to sustainable, transferable concepts for the whole region, like the following projects: beginning in pre-school age, backup the up-and-coming skilled labour force by a economy academy for pupils, the studying partnerships between schools and enterprises, the annual fair to profession information, the traineeship exchange [www.praktika-blk.de](http://www.praktika-blk.de)

## 7 Identification of strengths

### *South West Styria*

**What was reliable from the perspective of regional players in practices and projects?**

The model of pupils doing internships at local enterprises in addition to regular classes proved to be very successful.

The HLW Köflach mentioned several strengths from their point of view.

- The school regularly gets involved in local events and is able to represent the school in public and to improve the reputation of the school.
- The model of school-sponsoring is well established.
- The introduction of a class “Projektmanagement” was very successful. Pupils analyse regional enterprises and prepare presentations in class.

The BORG Deutschlandsberg mentioned the accomplishment of thematic excursions, e.g. to visit industrial enterprises for a week.

The HAK Deutschlandsberg mentioned project based work (from a group of pupils) together with local enterprises as a very successfully method to bring schools and economy together.

### **Berufsreifeprüfung**

The „Berufsreifeprüfung“ is a new, additional educational offer for people with a completed vocational training, a graduation from a Berufsbildende Mittlere Schule (BMS) or people from health sector to get their A-levels. The A-levels guarantee them the qualification to a third educational way (e.g. universities, etc.) or simple a higher qualification in their actual job. The A-levels include classes in German, a second foreign language (e.g. English), Maths and an expert class, most times technical.

**TRIALITY** is an often mentioned Best Practice Project and strength of the Styrian training system. This program was developed to improve the qualifications of Styrian skilled workers and to improve the career options for apprentices. Besides the traditional apprenticeship and the attendance at vocational school, the pupils

are taught individual and intercompany contents. They contents also focus on strategic strengths of the Styrian economy. It is also possible to prepare for extra A-level classes.

A regional initiative to support people doing an apprenticeship in metalworking industry was **ABV**. This initiative is integrated and supported by TRIALITY by now.

**Take Tech** is the next mentioned strength of the Region. This program was initiated by the SFG in order to motivate more pupils to start a career in technical or natural scientific professions. For that reason every year an one-week lasting event is organized to bring pupils and enterprises together. In 2009 more than 80 enterprises and 2000 pupils participated in this week..

### **What are strengths of the current system and how can they be affected or expanded?**

- There are several highly motivated teachers who trying to initiate cooperation between their schools and local enterprises. These efforts often worked well in the past but unfortunately in some schools these highly motivated teachers are missing.
- Pupils of the school types HAK and HTL have to write their thesis in cooperation with a local enterprise and have a chance to get in touch with real economy. This is easy to manage in schools where pupils have got a completed professional education after graduation besides their A-levels. It is very difficult to initiate this system in the school type AHS.
- In several schools of the type HTL, HLW and Fachschulen pupils have to do compulsory internships. This is a strength of the system and should be extended over all schools of this type.
- The existence of several small sized and specialized schools (e.g. HLW Köflach, some Fachschulen) guarantees a more personalized and individual teaching.
- Pupils of the school type AHS have a good grounding in general knowledge.
- The so called “dual system” is a strength of the Austrian training system. Pupils start their apprenticeship which last for 2-4 years in an enterprise. Additionally they have to attend professional/vocational school.
- Collateral apprenticeship (TRIALITY, Lehre mit Matura, Berufsreifeprüfung) should be supported more by local enterprises. Therefore a better flow of information and flexibility is needed between trainees, enterprises and educational institutions.

### **Usti**

#### **Identification of strengths**

- Sufficient capacity of schools and school facilities (for initial and further education)

- Interest of companies in enhancement of labour force quality
- Existence of a regional university and several detached workplaces of other universities
- Tradition of industrial production
- Relatively favourable age structure
- Well-specified structure of the education system, relatively dense network and satisfactory availability of schools; suitably built school network (backbone schools)
- Existence of vacancies
- Relatively good level of qualified labour force
- Relatively good conditions for technical education and thus relatively high technical intelligence
- Advantageous geographical location between Prague and Saxony
- Sufficiency of organizations for mobilization of civil activities
- Social infrastructure (relatively good availability of social services)
- Landscape potential for tourism development
- Generally high professional and educational level of doctors and medical workers (obligation of lifelong education)
- Cheap accommodation (even for young people)

### Successful projects

- Scholarship for university students - average 1.8, permanent address in the Usti Region, 20,000 annually, since the 2<sup>nd</sup> year, he/she will work in the Region for the number of years for which he/she gets the scholarship, provided by the Usti Region, approved by the Council of the Usti Region, these conditions must be met every year
- Formation of the system of backbone schools. Formation of the network of adequately large stable catchment secondary schools offering a wide range of fields and forms of study.
- Motivation programme for secondary schools in the Usti Region - scholarship for students of secondary schools in selected fields of education (fields: upholsterer, plumber, tinsmith, tiler, roofer, carpenter, butcher, locksmith, bricklayer, applied chemistry) - subsidy is provided monthly and is increased by attending another grade. The aim is to increase the number of graduates of the subsidized fields and to decrease the number of students who prematurely leave the educational process.

### *Burgenlandkreis*

#### Advantages

- well educated human resources
- short distance to expanding markets
- attractive environment (castles, landscape)
- perfect location for health and education
- cluster development (metal, plastics & electricity, health, food industry, logistics)
- Professional and dedicated business supporters
- Well developed industrial sites
- Business friendly climate
- Interesting economical environment due to synergy effects to bordering economical locations like (Leuna-Werke, Buna-Werke, Leipzig, Jena, Halle)

By the as regards content well-founded combination of the promotion of economy and labour market lasting network structures and networking's were created.

On the recognized problems of the labour market, particularly the imminent skilled worker shortage was reacted by the youth strategy. The developed youth strategy is implemented by concrete activities consistently and sustainably. The strategy is set up adequately flexible at the same time to be able to react fast to changing requirements.

Cooperations between school and economy were improved purposefully to retain qualified employees to a stronger extent.

The commitment of the enterprises has increased by four cooperating networks.

### ***North Great Plain***

- The work force is competitive on many fields of interest and has an internationally acknowledged professional knowledge.
- The adult education is widespread possessing big educational capacities.
- Raising the retirement age increases the level of activity of the elderly.
- The National Employment Office possesses a stable and widespread decentralized institution background.
- With the change of the Act of Employment, the supply system of the unemployed changed, the motivations for job-hunting strengthened.
- Measurements motivating registered employment were introduced.
- The system reconstruction of the family and social aids abolished the employment unmotivating elements.
- Developed and up-to-date institution system is available in the fields of work protection and safety of the place of employment.
- Constant growth of the education level of the active population.

- The internet access became widespread on all levels of education.
- Accepting the strategy of life long learning in Hungary established the professional bases important for the systematical development of varying levels of the educational system.
- The coming into force of the new act on higher education established the lawful, financial and professional appropriation and precondition of reforming higher education.
- Hungary has been taking part in educational, training and communal programs since 1997 (Tempus, Socrates, Leonardo da Vinci).
- The country has a fully built cultural and educational institutional system, different forms of educational and cultural institutions exist.
- The first National Developmental Agency started the development of adult education services of the educational institutions.
- Along the library strategy the development of libraries started in order to harmonize the services.
- The National Health Program established the bases of the population, settlement, education and employment healthcare development.
- A competency based module-like education was developed.

***Novara***

- Population increasing
- Average income level p.c. medium-high
- High density of manufacturing activities in mechanical and chemical products (strong in exports)



## 8 Identification of weaknesses

### *South West Styria*

**What are the weaknesses of the current system? What kind of improvement is needed?**

- Doing an internship is not compulsory for pupils of all higher educational schools.
- Quality or existence of interactions or cooperation between schools and economy strongly depends on motivated teachers and headmasters.
- The low reputation of vocational training leads to less qualified applicants. Because of this low reputation in society, most youngsters decide to attend higher schools regardless of what might be the best option for them from a professional point of view.
- In some cases the quality standards of schools are about to sink. Because of declining birth rates schools are forced to accept all applicants regardless of their qualifications.
- The Austrian school system is rather fixed and offers only few options for schools or pupils to develop their strengths and interests individually.
- A better and wider career counselling would stop many pupils from studying one of the three mostly frequented study paths in their third educational way.
- Career counselling should start in a very early stage of life. Regional stakeholders would appreciate a playfully first counselling in the first compulsory nine years of school. At the moment this is happening in isolated cases only.
- One general weakness in Austria is the motivation of young women joining technically apprenticeships as a consequence of social barriers.
- A regional weakness is the lack of public relation from local enterprises. Graduates often don't think of possibilities in their home region because of this missing presentation in public. There is also a lack of cooperation between local enterprises in the region.
- Nowadays the flow of information from parents is often missing. This causes a problem for schools, economy and society to fill this hole and raise the awareness of pupils.
- Collateral apprenticeships (TRIALITY, Lehre mit Matura, Berufsreifeprüfung) are well proved concepts but most enterprises are afraid of losing talented employees because of their higher qualification after doing their A-levels.

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**What is dispensable from the perspective of regional players in methods or should be modified?**

- There was the attempt to enhance the appreciation of trades requiring an apprenticeship. Therefore the names of several professions were changed in order to appear more sophisticated. This campaign ended without any particular success.
- The traditional way of presenting information about career options by providing flyers is inappropriate and an old-fashioned method but is still frequently practiced.
- One non productive method was a big public event, planned and realized from a local newspaper. They invited many regional stakeholders from schools and economy to discuss educational issues, wishes and demands from both sides. Since this event was in public, nobody took courage and made constructive contributions to improve the cooperation and trust between schools and economy.
- Organization of excursions to local enterprises for schools was not always successfully; it strongly depends on the size of the group (group of people shouldn't be too big) and on the personal interest of the pupils in the subject of the enterprise. A good coordination between school and enterprise has to be done before such a "visiting day".

***Usti***

- Disharmony of supply and demand in the labour market (respectively disharmony between orientation of professional preparation of youth and the needs of the labour market)
- Inability of the labour market to provide the school system with relevant information about professional composition and numbers of planned labour force
- Long-time high unemployment rate (with a distinctive proportion of applicants from so called problem groups)
- Below-average employment
- Drain of quality human resources - university-/secondary school-educated people (missing successive master studies in some fields of study at UJEP)
- Low rate of participation of adults in further education
- Lack of interest in technical education - especially the fields finished by the certificate of apprenticeship
- Lower Region Image
- Remuneration of some professions
- Rising numbers of doctors in pre-retirement age in some fields
- Method and organization of funding of general practitioners education

- Low work motivation given by exploitation of the system of social benefits and unemployment benefit
- Low mobility of labour force within the Region
- Slow accession of social partners to the educational process
- New employers do not always mean the need of qualified labour force
- Problematic use of socially inadapted groups of population, people over 50, young people without qualification and health-disabled people in the labour market
- Low safety level because of higher criminality and vandalism
- Low interest of citizens in public affairs, passivity of inhabitants (culture, social life, sport)
- "Professional honour" is missing; weak identification of employees with the company
- Finishing subsidies to employers for graduates from secondary schools and universities from the side of the Labour Office
- Strong orientation of economy on industries with material intensity

### ***Burgenlandkreis***

- Some initiatives depend on engagement of single persons strongly
- In some cases a greater continuity in activities is required; in particular the approved projects it should be maintained
- County Burgenland still shows weaknesses in R&D; existing cooperations with high schools and institutes should be strengthened furthermore

### ***North Great Plain***

- By increasing the sources on the development of human resources, the possibility of development and adaptation of a proactive employment-policy rises.
- Growing public and private sources are available for the development of human resources.
- The activation of manpower reserves can help maintain the economy and the social security systems.
- By developing the infrastructure and public transport, the mobility of manpower can increase.
- By spreading the idea of life long learning and health-awareness, the competitiveness of manpower grows and the differences in unequal social opportunities may weaken.
- The role of education increases by the spreading of industries requiring intensive knowledge.

- The modernization - in respect of content and structure- of the cultural institution-system has a positive effect on the interventionary potential.
- The technological improvement positively effects the spreading of new learning forms.
- The strengthening role and the commitment to the task of the civil services, increases the elasticity and effectiveness of the services in the area of public- utility services.
- By abolishing the limits of mobility inside the European Union, the mobility of the Hungarian manpower increases.
- The economic migration -especially in case of Hungarians living outside the boarder of Hungary- contributes to the satisfaction of the manpower needs of the economy.

**Novara**

- Lack of engineering and architecture university faculties
- Youth unemployment, higher for women
- Lack of some professional workers (technical)
- Fragmented initiatives in educational and vocational guidance
- Low attractiveness for Foreign Direct Investment
- Tourism decreasing
- Most manufacturing companies are SMEs that do not attract young graduates

## 9 Identification of opportunities and options

### *South West Styria*

#### **How can the existing potential be developed?**

- The Chamber of Commerce proposes that teachers should have at least one year of professional experience in their subject. This is especially important for applied subjects like economy or technological subjects.
- Regional Stakeholders suggest a more practice orientated training for teachers in general.
- A promising concept, the subject “Projektmanagement”, should be further pursued. It is a great opportunity for pupils to get in touch with local enterprises, to have the possibility to see how the “real world” works and to reduce inhibitions in the contact with economy.
- A further concept is to start career counselling at a very early stage and turn this counselling, together with pupils and professional actors, into a play, so that pupils get a better access to the issue. This concept was very successful in several secondary modern schools.
- Collateral apprenticeships are a great potential in Styria, but there is flexibility from enterprises on the one hand (because of adapted working times and special company leave) and from educational institutions on the other hand (time of classes) needed.
- An important option is to start with socialization in an early stage of life. A healthy social life, including a circle of friends, fellowship in regional associations, etc. can help young people to develop a strong connection with the region they live in until they leave for studying. A return to this region after graduation is more probable, if they have existing social networks.

#### **How can more graduates be placed in training?**

- A possibility to place more graduates in training is to shorten their period of apprenticeship by the allowance of academically credentials for a vocational training after their A-levels.
- A proofed concept, the “BORG Akademie”, is the organization of evening-events for pupils and parents. In the course of these events, successful graduates (role models) present their different professional guilds and activities to demonstrate possibilities for pupils.
- These role models can also be appointed as career counsellors in other educational institutions.
- To secure an easier access to internships for pupils and students could help to place more graduates in training. Internships are a good appeal for pupils/students to do their first steps in economy.

**How can the more talented be supported better?**

- Several schools offer the voluntary participation in foreign languages- , history -, politics-, chemistry-, physics- and math- Olympiads to motivate highly gifted pupils. This model should have to be applied in every higher educational school.
- Another applied method “Pupils go to university” should be supported on a wide base.
- It would be important to guarantee a prospective and broad career counselling at an early stage in primary and secondary schools. For this reason it is very important that career counselling teachers have well reground papers and a wide knowledge of possible opportunities.
- Regional Stakeholders suggest the implementation of an internship exchange placed at an extern institution (e.g. Steirische Wirtschaftsförderung) for talented pupils/students. Local enterprises should have the possibility to announce the number of open internships and the administrative institution (Steirische Wirtschaftsförderung) allocate adequate pupils/students.
- The implementation of a mentor program was a further suggestion. The main idea is that local enterprises support pupils or whole classes financially by allocate a scholarship and following internships.

**How to improve the interaction between the players?**

- Regional educational players requested a better acceptance from the economy and a direct dialog, for example on a platform where both sides can deposit wishes, expectations and ideas for a better cooperation.
- Most of the regional players recommend compulsory internship as the best way of get in touch with enterprises. A permanent improvement and expansion of this promising concept is considered.
- A better flow of information between local enterprises, schools, parents and pupils would improve the interaction between them.
- A further suggestion from the Regional Stakeholders is sensitisation for and with parents.
- Economy events (e.g. events of the chamber of commerce) in the region are very common, but they are for a close circle of attendants. One idea was to invite students and pupils to these events to give them an access to regional proceeding.

**What are the trends from which options can be derived?**

- A new method is the introduction of specialized classes like “Project management” which helps pupils to get in touch with local enterprises and economy and lose their escapements.
- A second new method is the “BORG Akademie” which helps pupils to discover possibilities after graduation from an AHS.
- There are a few new trends in Austria concerning the interface education-economy.

- Organized visits-days of pupils visiting local enterprises
- Organized short time internships for pupils in low grades
- Organized internships for teachers in local enterprises
- Organized days for teachers getting introduction from local enterprises about their work
- Handbooks worked out by local enterprises to introduce themselves to pupils and teachers
- The economy is conducting an orientation for pupils and parents of the respective district. In course of this meeting there is an exchange of expectations on both sides and requirements of the economy from graduates and future employees.
- The economy is conducting an orientation for teachers about economic themes in the respective district (e.g. economic development in the district, employment market in the district, etc.)
- The economy is conducting orientations about career counselling (e.g. introducing new possibilities for an apprenticeship)
- Organization of “Berufsinformationsmessen” in the district (presentation of institutions and enterprises offering educational training, ...)

All these activities are organized in a district-wise forum by the chamber of commerce.

### *Usti*

- introduction of a system frame of lifelong learning and transformation of secondary schools to the centres of lifelong learning (possibilities of application of the act on accepting and verification of the result of further education)
- entry of new investors to the Region (industrial zones)
- growth of UJEP prestige and the quality of provided university education (including the UJEP campus)
- adaptation of fields composition of schools to future needs of the labour market (cooperation of schools and employers, mutual communication and interconnection)
- extension and efficient use of European funds for employment support
- support of the development of petty tradesmen and small companies
- increase of motivation to employability (social system)
- growth of the Region prestige
- development of tertiary sector, particularly in the field of tourism
- enhancement of language literacy
- political support of education and teaching - not only election promises
- enhancement of the relationship of graduates to the Region

- cross-border cooperation and possibilities
- intensify and enhance the efficiency of cooperation of the Labour Office - employers - employees - applicants; with a support of local branches of professional associations (SPaD CR, HK CR etc.)
- successful integration of qualified foreigners to companies and institutions
- efficient interconnection and coordination of activities of main participants in the area of HR development
- enhancement of the prestige of teaching subject fields
- enhancement of communication between experts from hospitals and experts providing primary medical care
- acquisition of an accredited workplace for postgraduate education in a health service also within EU countries

### ***Burgenlandkreis***

Heavy demographic radical change, the undiminished migration from the region and the imminent skilled worker shortage lead to the necessity to continue and to improve strategic solution trials for a youth oriented employment policy.

The most important emphasis of this task will be to create such economic, social and infrastructural framework conditions that young people are motivated "to stay" in or return to the region. Therefore early retain of the up-and-coming skilled workers to the region and adaption of "soft" locational factors to the needs as social factors to stay are particularly suitable to improve the social integration, to increase the quality of life and to slow down the process of segregation.

It will be mandatorily necessary to continue and to improve the action oriented discussion and agreement process started with the alliance for innovation, economy and employment between the regional decision makers of the most different departments of (regional development, economy, education, social, housing etc.), the representatives from the economy and the education system, the representatives of the regional employment agencies as well as the management and employees.

With the youth strategy "Living - Learning - Apprenticeship in the County Burgenland" concrete, strategic targets have among others been formulated also to backup the up-and-coming executives. Particularly in the economic core branches of the County Burgenland like energy environment, diet economy, chemistry, metal and mechanical engineering, logistics, health, farming, skilled crafts, tourism and service an early retain of the good qualified up-and-coming executive to the regional companies will required.

Support to gifted young people like offered by the economy academy of the Herzog-August-Stiftung or the scholarships of the Stiftung Aufbau Saale- Unstrut have to be expanded furthermore and extended to the complete County Burgenland. This also concerns particularly secondary schools.



The existing cooperations with the universities of (Martin-Luther-Universität) and Fachhochschulen<sup>9</sup> (FH Merseburg, FH Anhalt) have to be strategically improved furthermore. Existing and new studying partnerships with the grammar schools of the County Burgenland shall be used in connection with cooperating enterprises for support at studies orientation.

In the amplified mobilization of active aged people also lies a chance. Here the cooperation with the Bündnis für Familie should be improved according to a multigenerational interlocking.

### ***North Great Plain***

- By increasing the sources on the development of human recourses, the possibility of development and adaptation of a proactive employment-policy rises.
  - Growing public and private sources are available for the development of human resources.
  - The activation of manpower reserves can help maintain the economy and the social security systems.
  - By developing the infrastructure and public transport, the mobility of manpower can increase.
  - By spreading the idea of life long learning and health-awareness, the competitiveness of manpower grows and the differences in unequal social opportunities may weaken.
  - The role of education increases by the spreading of industries requiring intensive knowledge.
  - The modernization - in respect of content and structure- of the cultural institution-system has a positive effect on the interventionary potential.
  - The technological improvement positively effects the spreading of new learning forms.
  - The strengthening role and the commitment to the task of the civil services, increases the elasticity and effectiveness of the services in the area of public-utility services.
  - By abolishing the limits of mobility inside the European Union, the mobility of the Hungarian manpower increases.
  - The economic migration -especially in case of Hungarians living outside the boarder of Hungary- contributes to the satisfaction of the manpower needs of the economy.
- 
- Empowerment of the system logisticians

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<sup>9</sup> technological highschoools

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- New “CITY OF HEALTH”
  - New campus of the Economics Faculty (under construction)
  - New University course in biotechnology
  - Specialized Consortia (rovaris, ibis, mechanics), development incubator in Novara
  - network building in the territory among Consortia, University, Hospital, High Schools and other Centers, also promoting alliances with neighboring provinces in order to enhance the positive experiences of the territory
  - encourage and facilitate new business creation, based on innovative ideas and projects, through forms of public and private financing
  - strengthen educational and vocational guidance activities in new ways and on new media (web etc), in close collaboration of all institutions (schools, universities, local authorities) and local businesses
  - promote / communicate job opportunities via internet involving young people (in collecting and updating data etc)

## 10 Identification of threats and risks

### *South West Styria*

**How to deal with the expected further population decrease and ageing?**

**What kind of (objective) consequences brings demographic change with it?**

- Because of the declining birth rates schools are in danger of closing down or merging. As a result, a strong competition about the number of attending pupils between the schools started.
- Migration, lower birth rates and the economic crisis the economic cause a changing of economic sectors and many industry enterprises are closing down, the unemployment rate increases. As an outcome there is a loss of infrastructure in many ways such as no renovation of streets, migration of restaurants and other service providers, etc.
- Because of the aging of the population many employees in the health sector are missing, and the other application areas are changing, too. Primary industry is declining, in the meantime the employment market dislocates to the tertiary sector.
- The chamber of commerce has published a study which predicts that in 2016 27% of young people are missing in Styria, this leads to a great loss of applicants for an apprenticeship or higher education and this leads further to a great loss of skilled workers. One model to antagonize this trend is the extension of working time for everyone. In this case a new application areas and benefit models have to be worked out for them, who are working until they are 70 or older.
- A directed recruitment of skilled workers will be needed in the next years.
- South-West-Styria is an agricultural coined Region and there is the common problem of the continuation of farms. The demographic change may lead to another problem, many small and medium enterprises (SME's) can not find a person to continue their enterprises and they get lost for the region, too.

**How to deal with school- and training-dropouts?**

- Corporate vocational training is a concept to bring persons with different age and educational knowledge together. In Styria this concept worked very well, the younger ones benefit from the knowledge of the older ones, the older ones like to share knowledge and took the leading role in the group.
- A concept for school dropouts is to present them other ways of apprenticeship (e.g. Lehre mit Matura, Abendmatura, Berufsreifeprüfung, vocational Training, etc.). A

school dropout have not to be the end of apprenticeship, this is the most important issue to show them.

- In Austria there are nine compulsory school years. Because of the bad reputation of Polytechnikum, many pupils (10%) choose to do their 9<sup>th</sup> grade in an AHS or they are doing 9<sup>th</sup> and 10<sup>th</sup> grade to change to nursing school afterwards (for a general acceptance applicants have to be 16).
- Schools dropouts often show disorientation in life, a social counsellor in every school seems to be a good method to help these pupils.
- There is a first cooperation between economy and HTL's to give school dropouts the possibility of an apprenticeship in local enterprises. These dropouts/later trainees often have a good knowledge of technical issues and therefore are in demand.

### *Usti*

- population ageing; this will bring the decrease of the number of economically active inhabitants and the decrease of the number in the level of secondary education (until 2015 from 40 thousand to 30 thousand)
- drain of qualified labour force and university graduates
- drain of investors (expiration of benefits of investment incentives)
- influx of investors with requirements for low-qualified labour force
- continuous lack of interest in technical education and apprentice fields of study
- unsuitable population composition - increase of so called "socially disadvantaged groups" that do not work on themselves, do not have an interest in work
- together with population ageing the demands for the volume of medical care provided are increasing
- financial instability of the system (health service and generally)
- increase of patients requiring highly specialized and professional health care
- risk of limitation of the number of fields of study and vocational schools
- increasing groups of citizens with objective difficulties when trying to be useful in the labour market (changed work ability, pre-retirement people, people without qualification, unemployed on a long-term basis, graduates)
- competition of neighbouring regions and neighbouring countries
- inability to use and keep the potential of the Region
- new investors will headhunt quality shortage staff
- permanent decrease of an interest in getting education at secondary medical schools

- limitation of access to developing free-time activities for children and youth at socially and economically disadvantaged groups because of worsening their economic situation.
- effect of floods on the fact whether people stay in the Region

### **Burgenlandkreis**

The development of the numbers of pupils reflects the birth drop, incl. the migration losses, by the moving out of families with children as a whole. Particularly the development within the structures of the school-leavers requires for regional strategic solution trials. At a closer analysis three action fields emerge:

1. The percentage of the school-leavers with a Realschul qualification certificate has been declining considerably within the last few years. A qualified skilled worker shortage stands out already now in certain branches.

To help as many young people of the region as possible to get an adequate education to the high requirements of the labour market will be economically necessary. Therefore the County Burgenland primarily will create framework conditions which mark it as an attractive education location with a sufficient number of apprenticeships in the dual system corresponding to the regional need. The labour force availability develops always more into the key factor for regional development within the coming years.

2. The percentage of the degrees at grammar schools has declined from almost 48% to about 40%. The drop was carried out in favour of Hauptschule and Förderschule.

3. Despite an almost halving of the school-leaving qualifications the number of school-leavers of the Förderschule nearly remained. The number of the male pupils at these schools increased from 71 on 107 i.e. by 50% within two years (of 2007 -- 2009).

Against the background of the future qualified employee situation the region and the companies cannot do without the potentials from the Hauptschulen and Förderschulen. There have to be found ways and solutions which promote the abilities and talents of this young people. For this a continuous and systematic professional orientation at school in a close cooperation with the companies is decisive to increase the education ability of these pupils. To reach this claim a concentrated and coordinate, department general interaction of many protagonists of the region is required. Particularly the commitment of the companies is to support the early professional orientation.

In the long run term a renewed closing of school locations because of the demographic development is possible. This again impairs the local conditions just for young families (up-and-coming skilled labour force!).

The same applies to other facilities of the social infrastructure, which cause considerable charges. The voluntary offers of the communes are primarily endangered here at first.

### **North Great Plain**

Our demographical fears are the perishable birth rate numbers, the decreasing number of population, family size and number. We may hope, that in the younger generations the desire for greater families and more children will grow. Our educational fears are: the changes will cause the educational system to face new challenges thus causing fear in the sector. The mobile and distant teaching appears in isolation, the traditional educational methods dominate. The unsuccessful compliance spoils the level of education and the reputation of the teachers'. Illiteracy grows in the society. However, the position of education is full of expectations, a great amount of effort is put to dealing with shaping of the effective methods of education. The learning method -characteristic of the individual- changes in respect of quality due to the spreading of information- science and the widening of the access of mobile networks. The new learning forms -mobile, collective and distance learning- obtain a more and more significant role besides the institutional education.

On the whole, we may conclude, that the fears appear, because those taking part in it (population, decision makers) do not think in a responsible way, they do not take into consideration the public interests, do not do (enough) in the hope of a better future and they do not have a creative attitude towards changes. Our hopes can be reasonable, because they reflect a long term, responsible thinking and acts, the public interests and values come to the front and the response to the changes is a creative attitude and renovation.

- As the effect of unfavourable demographical processes, on the long run the number and proportion of the active population decreases.
- Further deterioration of the state of health has a negative effect on the competitiveness of the economy.
- The small activity rate and the disproportion of age distribution endangers the maintainability of the social and healthcare systems.
- The structural changes and the transformation of the public sector may cause tension in the labour market.
- In case of wanted and sought for jobs, the lack of qualified workpower spoils the competitiveness of the economy.
- In spite of the dynamic development, not enough new jobs appear on the market
- The gaining ground of the knowledge-based economy will not produce enough possibilities of work for those who are low educated.
- Due to the weakness of the local economic development there are no new job possibilities created.
- The engrossment of the poverty, the falling behind of particular social groups, as well as the low level of the social capital, prevents both the widening of the employment and the economic growth and lay a charge against the social security and social supply system.
- The stabilization of child-poverty in case of certain social groups causes a durable falling behind.

- The reproduction of social inequalities causes the solidarity's further weakness, prejudice can grow, especially in case of Romas.
- The strengthening of discrimination enlarges the social elimination.
- The constant unemployment of the unqualified decreases the affected and by it the socialized generations' chances, thus strengthening the social disorganization.
- Out of those marginal groups a generation arises out of whose socialization the labour culture is missing, thus bringing with them a growing number of criminals.
- A more open labour market increases the migration of highly educated professionals thus causing a loss in specific sectors (healthcare, R&D) or regions (Western-Transdanubia).
- The lower level of salary of the neighbouring countries and the greater aptitude for mobility may cause a greater migratory pressure.
- The taxing policy of the neighbouring countries and the limited domestic budget may cause competitive disadvantage.

### **Novara**

- Attraction of the universities of other provinces/regions (Turin, Milan)
- De-industrialization
- Cuts jobs
- Loss of competitiveness of enterprises
- Relocation decision-making corporations
- Lowering of "Donegani" Institute
- further enhance the experiences of the territory in specialized local production chain (e.g. chemical, mechanical, medicine, tourism, food and wine etc)
- encourage new production plants through integrated forms of information and communication
- facilitate linking education with local business needs, and update through systematic monitoring

## 11 SWOT-Analysis of Lower Silesia

### A. EDUCATION

STRENGTHS	WEAKNESSES
<ol style="list-style-type: none"> <li>1. High level of scholarization</li> <li>2. Cooperation with enterprises within particular sectors<sup>10</sup></li> <li>3. Patronage of enterprises over the education in selected vocational and technical schools</li> <li>4. Dynamic growth of higher education</li> <li>5. Development of projects aiming at the management of incompatibility of the education and research with the market/industry demands, such as: Wrocław Centre of Research EIT+, Lower Silesian Research and Innovation Park, Wrocław Technology Park, or Wrocław Centre of Technology Transfer<sup>11</sup></li> <li>6. Cooperation between the institutions of higher education and secondary schools in a form of Open Days, conduction of workshops, and sponsorship of education-related events</li> <li>7. Polish schools establishing partnerships with foreign schools for the purpose of student and teaching staff exchange</li> <li>8. Systemic support for the gifted students, financed by the Lower Silesian System of Aptitudes Support (Dolnośląski System Wspierania Uzdolnień), with particular reference to the Scholarship Program "zDolny Śląsk"<sup>12</sup></li> </ol>	<ol style="list-style-type: none"> <li>1. Lack of systemic coordination of education, prevalence of <i>ad hoc</i> solutions in accordance with the needs</li> <li>2. Departments of Education do not take into consideration teachers' postulates, functioning outside the reality of education</li> <li>3. Elimination of vocational schools on behalf of general education</li> <li>4. Companies do not invest in training facilities/workshops</li> <li>5. Functioning of Practical Training Centres is poorly adjusted to the real needs of practical training</li> <li>6. Market gap between the demand for specialists and the educational programme at schools</li> <li>7. Organizational difficulties within the student-business practice relations</li> <li>8. Schools' problems with access to the data regarding labour market demand</li> <li>9. Lack of young, skilled teaching staff</li> <li>10. Educational requirements and internships for teaching staff prevent specialists of particular branches from exercising their profession</li> <li>11. Teachers after the retraining course lower the quality of education<sup>15</sup></li> </ol>

<sup>10</sup> Gastronomic sector, hotel industry, logistics.

<sup>11</sup> <http://www.eitplus.pl/> (23.09.2010), [www.dpin.pl](http://www.dpin.pl), [www.wctt.pl](http://www.wctt.pl), <http://www.technologypark.pl/>.

<sup>12</sup> The first scholarship program in Poland on a regional scale supporting aptitudes. Since 2002 there has already been ten editions, and 650 scholarships has been awarded. More information on the website of the Foudation of International Education: <http://www.fem.org.pl> (23.09.2010).



<p>9. Organization of school competitions at different levels of education, stimulating students to research beyond the school programme (zDolny Ślązak Gimnazjalista, zDolny Ślązaczek)<sup>13</sup></p> <p>10. Funding selected academic courses on behalf of the Ministry of Higher Education<sup>14</sup>.</p> <p>11. New form of Matura exam based on problem-solving tasks instead of strictly book learning</p> <p>12. Emphasis on learning foreign languages at school</p> <p>13. Growing awareness of the necessity of education, including the lifelong learning</p> <p>14. Expanded vocational training system</p> <p>15. Growing interest in postgraduate studies</p> <p>16. Special educational programmes for the elderly allowing them to prolong their occupational activity</p> <p>17. System of scholarships, funded by municipalities, for those have chosen mathematics on the Matura exam and willing to undertake one of the selected academic courses</p> <p>18. Availability of the EU funding</p> <p>19. Functioning of the Centre of Occupational Information in Wałbrzych</p>	<p>12. New Matura exam - low passing threshold, and low requirements at the basic level</p> <p>13. Growing pedagogic problems</p> <p>14. Problem of EurOrphans<sup>16</sup></p> <p>15. The state is covering the costs of school education; while the educated youth often leaves the country</p> <p>16. Private higher education is oriented on the profit, not on the quality of education</p> <p>17. New standards in higher education, reducing the number of classes including foreign languages</p> <p>18. Unfavourable proportions between the lectures and seminars/tutorials (due to spending cuts there is a growing number of lectures at the expense of seminars)</p> <p>19. Reduction of strictly technical modules on behalf of humanistic and economic ones, for the engineer's degree</p> <p>20. Disproportions in the quality of education in urban and rural areas</p> <p>21. Vocational trainings maladjusted to the market's demand; beneficial to the organizing party.</p> <p>22. Mentality barriers. Vocational schools do not receive their due respect. Certain occupations do not enjoy the social prestige.</p> <p>23. Low level of general knowledge of the students in vocational schools and specialized lyceums</p>
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<sup>13</sup> More information on: <http://www.dodn.wroclaw.pl/dswu/opis.pdf> (23.09.2010).

<sup>14</sup> <http://www.nauka.gov.pl/szkolnictwo-wyzsze/kierunki-zamawiane/> (20.09.2010).

<sup>15</sup> A good example is a situation, where a teacher of religion after completing a relevant course leads a civil defence training.

<sup>16</sup> A concept created by the media, defining children left without parental care due to the labour-related migration over the past few years; in theory these children are usually raised by grandparents, but in practice they are raised by so-called "street", friends and internet.

	24. Randomly chosen school types and courses 25. Bureaucracy hindering teaching staff's potential and their initiatives 26. Poor knowledge of the law regulations within the school inspectorates 27. Little activity on behalf of schools in making use of the EU funding
OPPORTUNITIES	THREATS
1. Growing expenditures on education 2. Offering scholarships by enterprises in exchange for a loyal obligation to work for the donor after the completion of school education 3. Enabling business practice to work in a education sector 4. Creation of a financially attractive educational system encouraging the academic staff to working at high schools 5. Employment of the foreign specialists 6. A system of tax-relief for the enterprises hiring apprentices and interns 7. Enabling gifted individuals to attend the academic classes 8. Intensification of the advisory activities at the lower level of the secondary education (gymnasium) 9. Activation of advisory services for the parents of school-age children 10. Reactivation of school workshops in cooperation with private sector 11. Further development of international partnership and exchange programmes 12. Development of training courses on request funded by the customer company 13. Development of the new course offers, after previous analysis of the future	1. Decreasing expenditures on education as a consequence of growing public budget deficit 2. Poor perspectives of employment for high school and university graduates 3. Ageing of the teaching staff 4. Reduction of academic posts in the face of demographic downturn 5. Outflow of the teaching staff to the private sector or public administration 6. Lowering quality of higher education 7. Centralization of higher education, and consequent marginalization of smaller units 8. Disappearance of the real social elites 9. Increasing violence among the school-age youth, also towards the teaching staff 10. Compulsory mathematics on Matura exam as a threat to the functioning of private academies

<p>market needs</p> <p>14. Possibility of lifting the level of mathematical knowledge</p> <p>15. Salary raise in the craftsman's professions may encourage school-age youth to go for technical education</p> <p>16. Development perspectives for the Centres of Vocational Training in cooperation with the private sector</p> <p>17. Changes in Polish mentality - growing respect of labour</p> <p>18. Establishment of the strong R&amp;D centres</p>	
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## B. DEMOGRAPHY

STRENGTHS	WEAKNESSES
<p>1. Favourable demographic structure of the region in comparison with the rest of the country</p> <p>2. Large group of people in a working-age</p> <p>3. Growing birth rate over the last four years</p> <p>4. Returning labour-related emigration<sup>17</sup></p>	<p>1. Low birth rate</p> <p>2. Self-realization at the expense of family values</p> <p>3. Stress-related health problems increasing death rate</p> <p>4. Later period of occupational stabilization</p> <p>5. Lack of nurseries and kindergartens - poorly-developed pro-family support, especially for the mothers</p> <p>6. Discrimination of women after maternal leave</p> <p>7. Decline of extended families</p> <p>8. Extension of working-age<sup>18</sup></p> <p>9. Liberal economic model, favouring individuals devoted the corporation</p> <p>10. Greater requirements concerning human mobility often clash with life stabilization</p> <p>11. Reluctance to lowering of material standards</p> <p>12. Poor chances for a good start into adult life</p> <p>13. Distant places of residence among the family members</p>

<sup>17</sup> It is worth mention the promotional campaign: „Come back to Wrocław, there is a job here!“.

OPPORTUNITIES	THREATS
<ol style="list-style-type: none"> <li>1. Children back in fashion - growing trend in media</li> <li>2. Tax for single working adults</li> <li>3. Facilitation in setting up private nurseries and kindergartens</li> <li>4. Migration of highly-skilled workers from the Eastern Europe</li> <li>5. Economic development of Lower Silesia will attract the residents from neighbouring regions</li> <li>6. Effective promotion of the new family model based on self-realization and traditional parenthood</li> <li>7. Law-sanctioned methods of boosting fertility rate (in vitro) in connection with promotion of social acceptance of such methods</li> </ol>	<ol style="list-style-type: none"> <li>1. Continuous emigration of youth after the economic crisis</li> <li>2. Further atomization of family</li> <li>3. Elevation of retirement age, decreasing possibility of grandparent's support in child-raising</li> <li>4. Inflow of immigrants with different cultural background - social conflicts</li> </ol>

<sup>18</sup> The extension of working-age causes decline of the traditionally important role of grandparents in the process of child-raising.

## 12 Future needs and improvements - Conclusions

### *South West Styria*

#### **What kind of needs and improvements were addressed by the players?**

The region South-West-Styria is not one of the most migration endangered regions in Europe, but there is a not to be sneezed problem within the region. The birth rates are declining and a lot of migration is happening in the districts - people move from the rural municipalities to the few bigger cities (Deutschlandsberg, Leibnitz, Voitsberg) or to Graz and its surroundings. This implicates the same problems as major migrations all over Europe, only in a small scale.

Various appendages to counteract the demographic change already exist in the region, such as cooperation between schools, enterprises and administration have been started. These are good, but almost just single initiatives. The major problem in the region is absence of communication. The schools do not know the local enterprises, and vice versa the enterprises do not know the quality of the schools and the potential of the pupils.

Therefore the most addressed need seems to build a platform where both sides' regional educational institutions and local enterprises are able to conduct a direct dialog to deposit wishes, expectations and ideas. Furthermore this platform should provide an internship exchange and a personnel service. On this platform events could be organized together and new cooperation can start. This platform ought to be seen all over the region and could help to support the regional development and force regional added value.

An easier access to internships in the region is requested from players of economy, politics and educational institutions, too. These internships should be given to pupils or students on behalf of their and the enterprises interests. On this note schools should support talented pupils and enterprises should allocate adequate internships.

A strength and weakness of the region at the same time are committed single initiatives from schools or enterprises. These initiatives strongly depend on motivated persons but often worked well in a very small scale. The regional players addressed the need of bringing such initiatives on a regional level.

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

The regional players require from the Project YURA a broad impact on the awareness of (young) people and visibility above the Region. They addressed the need of sustainable implementation of the pilot actions and continuity after the three years of the project.

Based on the overall aspects, it is very realistic that migration will occur in the future, but we will be trying to implement the needs and wishes of the region to slow down migration and become a model-region in Austria.

### ***Usti***

This analysis serves as a basic overview of the situation in the areas that can be influenced by demographic changes. At the same time, it is a background document for other outputs from the YURA project financed from the CENTRAL EUROPE programme.

Finally, we state several recommendations arisen from the first meeting of the working team (regional stakeholder meeting) which took place on 16<sup>th</sup> August 2010 in Ústí nad Labem.

- Absence of a motivation or incentive programme for young doctors to settle in the territory of the Region, especially in problematic areas.
- Support/enlightenment between employers in order to better use the possibility to educate their own future employees - support during studies, in recruitment (Metrostav, Škoda Auto).
- Interconnection of the system of social benefits with the system of further education.

There is an assumption that other recommendations will arise during the project at other meetings of the working team. Many possibilities how to change or influence the existing and oncoming situation can be also found among opportunities defined in the chapter 9.

### ***Burgenlandkreis***

From the SWOT analysis are to draw the following consequences:

- the putting into action of the uniform youth strategy requires the interplay of hard and soft locational factors (among others wage levels, social infrastructure, scholarship solutions) and all regional protagonists involved
- prefer longer-term cooperation between schools, enterprises and vocational institutions
- approaching problem groups more strongly
- Evolving the dual system and increased integrating it into lifelong learning
- orientate on topic-related associations on site under stronger consideration of the local protagonists and practitioners, e.g. with problem groups provider of the youth welfare have to be included
- active participation of the affected persons (pupils, teenagers/apprentices, students)
- To fill strategy with concrete, measurable actions and measures and specific public relations

## 13 Sources