Developing transnational transversal youth strategies in regions with migration

Jugendstrategien für Regionen mit Abwanderung

Description Pilot Action

Pilot action: Future Laboratory

Name of the initiative: Future Laboratory in the region of North-Great Plain

Name of partner organisation filling in this form:

Association for Student and Civil Society in the county of Hajdú-Bihar (Hajdúsági Hallgatókért és Civilekért Egyesület)
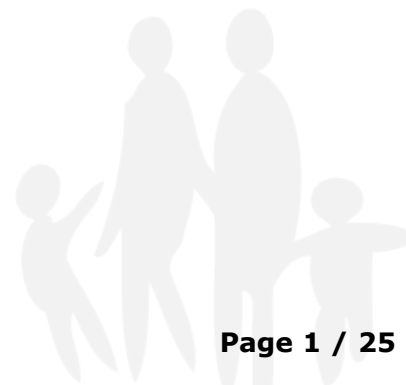
Millennium Cultural Association (Évezred Kulturális Egyesület)

Name and Surname of the Pilot action coordinator:

Imre Enyedi

Váradi Ferenc

Insert Logo of partner organisations:

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1. ***Name and category (1 - 4) of pilot action:***

Pilot action 3: FUTURE LABORATORY

Future Laboratory in the region of North-Great Plain

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

This section should provide the name or heading assigned to the pilot action being studied and the abbreviations or initials if any are used.

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2. ***Address:*** Millennium Cultural Association (Évezred Kulturális Egyesület)

Please include the postal address of the performing organisation or of the pilot action being studied if possible.

Include the following information:

- *Postal Address:* ***4031,Debrecen István út 75. Fsz.***
- *Telephone:* +36 (52) 740 638
- *Fax:* +36 (52) 740 638
- *E-mail:* EVEZRED.EGYESULET@GMAIL.COM

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3. ***Contact Person:***

Please provide details of a contact person so that other organisations can obtain information directly if they wish.

- *Name and Surname:* ***Váradi Ferenc***
- *Position in company:* ***vice president***
- *Telephone:* ***+36-70-9450454***
- *Fax:* +36 (52) 740 638
- *E-mail:* gondolatulteto@freemail.hu

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4. Name of support Agencies:

Please provide the complete name of the organisation or organisations supporting the pilot action.

If there is more than one, please indicate the 'leading' organisation.

Millennium Cultural Association 'leading'

Tunyogmatolcs Local Government

Szamossályi Local Government

Kalamáris Association

Contemporaries of the Association for Healthy Youth

NCSSZI - Mobilitas National Youth Service North-Great Plain Regional Youth Service Office

Open Training Association (NYIKE Association)

Alternative Cultural Youth Association in the Balmazújváros subregion

Youth House of Dombrád

5. Type of Organisation:

Mark the legal status of the performing organisation with an "x". If there is more than one, only mark the legal status of the 'team leader.'

☐ *Local Administration*

☐ *Regional Government*

☐ *State Administration*

☐ *State-run company/Semi-independent state controlled company*

☐ *Non-Government Organisation (NGO)*

☒ *Association*

☐ *university/non-university Research Institutes*

☐ *Private Company*

☐ *Others (please specify):*

6. Overview of the initiative:

This section should provide a sufficiently precise and thorough abstract that enables any reader to understand the general aspects of the pilot action being studied. Please include a short passage to describe the relevance of the pilot action in the overall aim (counteract migration of higher educated young people) of the project YURA.

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

We have involved students of vocational schools in the Future Laboratory program, including some youngsters we have been working with before in various projects, such as a democracy training program. The majority of the participants are members and voluntary assistants of student councils. The opinion of young people in Szolnok was quite clear. A definitive find of the youth research became visible during the workshops; a research that was conducted by the municipality of the city in 2005. More than 50% of the youth of Szolnok is planning to leave town, or even the region. The main driving force was then the lack of future subsistence possibilities and public services in the town and region. In connection to the YURA project we were curious about whether these tendencies have changed in the past 6 years – concerning the city of Szolnok – and whether anything have changed for the better or worse in regard of migration tendencies and concerning the appreciation of civil life.

In a similar fashion to that survey, we have tried to detect aspects that the youth consider as missing and those that make the members of the same age group stay in their hometowns. We were also curious about the regional identity of the youth and the effect it has on their mobility.
We were also examining their expectations regarding future work and habitation in relation to the above.

The findings of the survey correspond to a great extend to the results of the youth research mentioned before, that is the youngsters' urge to migrate has not decreased, rather it has increased because they cannot seem to find suitable perspectives and occupation in the region.

It was a striking find that besides the lack of public spaces and events, the issue of security was of the greatest importance. The security of subsistence, environment and a suitable settlement with proper, high standard services for starting a family in the future were all prioritized. The most important of the expectations regarding occupation was continuity (security) as opposed to high salary. The participants could not offer any solutions to the problems and issues outlined in the project, since they feel that they have no control over them. All the questions were about the quality of public services, which – according to them – is a material question and they have no control over such matters.

The determinative index of a region is the quality of career possibilities and the quality of subsistence it can offer to its residents. The opinion of the participants was clear on that. The best features the region has to offer are clearly ties of friendship and family and values of nature.

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

During the 5 sessions they touched upon several topics that include: group order, communication, self-recognition, conflict management, stress management, habitation, education, career orientation, employment, the realization of life-career, family and entertainment culture. Group members came to learn the importance and place of the various topics in their own lives through several self-experience activities, by which they were able to reach their set goals. The project was a success.

7. Contribution to the project YURA:

Describe how the pilot action can help to develop a general strategy against migration of higher educated young persons in rural regions and what contribution to the overall project YURA can be derived from the pilot action.

The program shed light on the fact that the youth consider proper education and professional training the most important aspects regarding their future success. In order to keep them from migrating away it is crucial to provide good quality training, regionally accessible workplaces

and at least minimal public services.

In our current survey the participants made it clear that the lack or damaged condition of the above make youngsters leave their homelands. Longing for novelty was of surprisingly small importance.

They seemed to carry a desire for security and continuity that is not available locally.

The implementation of the project highly contributed to the lowering of young people's rate of migration, because it raised awareness of local values tradition and the possibilities that can be realized locally. It improved creativity, the ability to recognize cause and effect relations and as a result it supports the creation and realization of local projects.

8. Objectives and target groups :

Please provide information about the primary questions of the pilot action and what results are expected before implementation. Please state additional what target groups should be reached within the pilot action.

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

The one thing that only partially harmonized with the original assumption is that young people have no regional identity beyond the boundaries of their given home location. It was surprising to see the extent of the young people's unfamiliarity with regional organization and administrative structure. Even relating to the county itself is a far cry from what they have, not to mention being able to relate to the whole region.

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

The secondary objective of the project is to shape and improve the personality of the participating youngsters in order for them to become self-conscious citizens with democratic thinking who are willing to improve their own lives and environments and who have self-realizing, balanced, proper lifestyles. With the above positive traits, these youngsters can apply

for a job with better chances in a job-interview or may be more successful in further education using this newly acquired, complex knowledge.

9. Description of the implementation

Using the sub-titles provided, please attempt to describe the key aspects of the pilot action in a clear, easily readable way. Remember that this description should include all aspects of the pilot action.

- *Situation before project launch*

Describe briefly what the main problems were before the initiative was launched. Whenever possible, include statistical benchmarks and references that illustrate the situation (unemployment figures, business activity, migration, etc.)

We can state as a starting point that young people living in villages and small settlements have a tendency to leave their domiciles in great numbers to settle in cities or county towns. The main motivations behind migration are seeking employment, professional advancement and career making. This causes a decrease in the population of villages and small settlements, which in turn causes the aging of the remaining population and makes local values disappear eventually.

The decreasing tendency of the population of the region is further enhanced by the indicators of the inland emigration. In this sense, the Northern Great Plains region is considered an export region with a significant migration of the population. The proportion and total number of this in Szabolcs-Szatmár County is exceptionally high. One percent of the population chose here that they will pursue their welfare in another county in Hungary. Regarding the number of citizens, Jász-Nagykun-Szolnok County faces a problem of migration as well. The data shows that the most active migrants are people between the ages of 15 and 39, so we further refined the resolution by age. A significant difference can be seen regarding mobility between genders as well, in favor of females.

The village of Tunyogmatolcs in Szabolcs-Szatmár Bereg county is a good example of the demographic state of rural towns in the county and in the region. The total population of Tunyogmatolcs is 2670. The population is stagnating in the last few years. Although there is a drastic decrease in births, the number of newly settling inhabitants compensates that, so there is no population loss. The overall number of children and juveniles is above the national average (15.6%). However, parents have their children attend the public school in Fehérgyarmat, a town close to the village, which is disadvantageous for the village school.

Mostly sole proprietors can be found in villages, the majority of whom are operating in the retailing and the service sectors or in the field of agriculture because of the mainly agricultural nature of micro-regions.

Degree courses are quite popular among young people, although they are unable to use the acquired knowledge because of the lack of employment in the region.

- *List of key dates*

Give five or six dates that have been milestones in designing and launching the pilot action and describe what happened at each date.

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

  The stakeholder meeting was a great platform to inform the partners and the regional actor about the process of the YURA Project. We informed them about the Pilot actions and we select form them partners for developing and implementing the pilot actions regional level in Hungary. We could find possible partners from the region.

- Regional Stakeholder Meeting and Dissemination Round Table Discussion and 'Future Laboratory' Open Forum on 22nd July 2011. Debrecen, Hungary.

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

- August-September 2011. selection process ,find the possible partner organisations.

- September 2011. the selected partner organisations developing their own methods for the pilot actions. On the partner meetings we discussed the main aims of the pilot action, the methodology of the FL pilot and we talked about the implementation and evaluation of the (sub-)pilot actions.

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

- January 2012. summarize the pilot actions, finishing the contact meetings, preparing the final documentation for reporting.

- *Procedure for setting priorities, objectives, measures to be implemented and results and outcomes*

List the priorities and objectives that the project attempted to deal with and also the process by which measures and target outcomes were decided.

Creating the rules and framework of team operations – team-forming, gathering team rules, expectations and fears

- Neighborhood, education, career orientation, employment, realization of the life-career – measuring the attitude of young people, filling the starter questionnaire.

- Gathering information about the areas and values most important in the lives of the youngsters – areas expected to emerge: studying, employment, family, leisure time, entertainment, social life.

- Application of powerful communication techniques during the realization of a life career – non-verbal, verbal and meta-communication. How to avoid communicational obstacles.

- Learning effective ways of expressing our opinion – Forming an opinion on various topics, and then presenting it.

- Getting to know your own behavior, value system, improve your empathic ability and tolerance and strengthen your self-esteem. – Employing games and exercises about self-knowledge and evaluating the results. Filling out and evaluating self-knowledge tests.

- Career orientation – Getting to know various fields of work and finding the most suitable.

- Developing powerful and effective conflict management. Suppressing aggression during conflict management – Playing situation games, displaying various situations and discussing possible solutions.

- Playing situation games, demonstrating various situations and discussing possible solutions. - There will be problems to solve, which will require the participants to come up with a strategic plan and to create an realization schedule.

- Acquiring methods to manage accumulated stress – introducing and learning stress management techniques and methods.

- Learning how to structure time – learning how to economize time if there is too much or not enough. Opportunities for learning about the culture and opportunities for

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entertainment.

- *Implementation process*

Explain how the project was launched, what steps were followed, what obstacles arose and how they were overcome. Also explain the role played by organisations and institutions involved in the initiative.

During the realization of the project we approached NGOs, high schools and students' hostels where we could realize our plans for the 5 training sessions. Unfortunately the crowded nature of youngsters' schedules and programs made it difficult to recruit members and organize the dates of the training. The preoccupancy of team members and the difficulties in finding a mutually acceptable date was another obstacle in creating the group.

Therefore we came up with the idea to hold one of the teams' sessions in a school framework in class (double class), during school-time. The Medgyessy Ferenc high school helped us kindly in the realization of this idea, where we were able to launch two groups and start the training course consisting of 2 times 5 sessions.

- *Description of measures and actions*

Please provide a detailed description of what the initiative develops (actions) and how it sets about developing them (methodologies)

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

The mentoring organization is improving through the process as well, since the questions and problems that arise contribute to its knowledge and networking.

The topics and applied methods during group sessions help the overall effective development of the youngsters' personalities. The details of the included topics are explained in the previous section.

Method

The program essentially had three main steps. It was very important to establish a pleasant atmosphere of co-operation in the group. Our experience is that it is hard for unacquainted

participants to speak in front of each other, they have difficulties sharing their opinions and this makes group work quite cloggy and hard to start. We relied on non-formal pedagogy in all cases during the project.

In the first part of our work together, the participants filled out the questionnaires and then we have discussed their perceptions about the questions and about the YURA project as well.

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

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

A detailed presentation and evaluation of the project can be seen below.

The First Step

Meeting for the first time – interpretation through questionnaire

First we have informed the participants about the opportunity to be a part of an international project. We have presented the topic to them. They have learned that it is mainly about the way they – the youth – see their situation in their own region, what they find important about preventing their migration to other areas and planning their future where they are. The creators of the project are curious about whether the local decision making bodies treat them as true partners and whether the youth sees any way to shape their own matters. We have told them that participation is on a voluntary basis.

We have started with filling the questionnaires after that. This was the first element because the work could be done individually, it required their own knowledge and there was no need for co-operation yet. We have told these to the participants as well, since we wanted them to share with us without any preparation the way they see their own present and future in their domiciles, be it in the broad or the narrow sense. This made it possible for us to guarantee that their opinion was not influenced in any way at this point.

It was followed by the evaluation of the questionnaire. Te participants said that the questions were hard for them to interpret and that they did not fit their age-group characteristics and many parts were simply not understandable. They had problems with understanding the definition of region. They had difficulties understanding for example the meaning of career,

since in the lives of the youngsters building a life-career is often mistaken to the instant success, which can be measured in wealth.

During the conversation we had to clarify the concept of a young person and that who belongs to this group, what are the legal rules that apply to them and what age-group is meant by this as well as its definition and interpretation by the EU.

It also became clear for us that they are unable to interpret the concept of regionalism. In several cases they thought that it means the village or county and its immediate vicinity they live in. They had difficulties identifying the seven statistical regions of Hungary and arranging the counties that belong to them. The conversation made it clear that they have only the slightest knowledge about public administration and that a lot of the basic information is missing regarding the knowledge on the concept of local municipality and institutionalism. The regional structure is completely unfamiliar to them. The questionnaires and the workshops have shown that they have no regional identity and they do not even have emotional bonds to their county. They are only able to associate locally to their own village or town.

We have gathered information on the counties and regions of Hungary during the workshops. We have talked about sub regions, hamlets, public administration and county towns. We have defined certain concepts and widened the participants' geographical knowledge.

Aside from the problems related to the content of the questionnaire, many other problems' focal points were found concerning everyday life. We have worked with those too, later on.

The problems raised were the following:

- -Education and professional training; schooling and opportunities in edication;
- - Traffic and road network;
- - Subsistence and employment possibilities;
- - Social dissociation.

At the end of the session we have asked the participants to do some collecting work based on their experiences. We have asked them to collect all there is to know using the internet or through library research about the concept of the region, about regionalism in general and in the context of Hungary and the European Union.

The Second Step

The second meeting – emotional and intellectual identification/estrangement

The next two meetings were used to prepare for the making of problem maps and solutions.

Our aim was to teach the participants how to organize their feelings and pieces of information and to make them realize these in themselves. In order to do this they made a list about the following:

a. The reason I like to live in this town, county or region.
b. The reason I do not like to live in this town, county or region.
c. The reason I would like to work in this town, county or region.
d. The reason I do not want to work in this town, county or region.

We have asked the participants to write the positive and negative traits that make them stay where they are on a piece of post-it paper and those that affect them in the direction of migrating away from the region on another post-it. They placed their individual lists on a flip-chart to collect all the positive and negative features that are the most important for them in planning their future.

- An evaluation followed this where we talked about the results with the whole group.

The third meeting – mapping the physical limits

This time we have measured the participants' individual "reach" in a regional sense. What are they regard as hom in a wide and a narrow sense? What connections they have and where? It became visible using this method that what is the reach of all of them inside and outside towns and villages.

This exercise activised their emotions first, then they discovered several things about what keep them from leaving a region and what encourages them for that. Many participants found that they were able to sort certain things in themselves that barely even showed up on the level of their emotions before.

We have asked them to draw a circle in the center of a sheet and write their names or the word "I" into it. We told them to draw around themselves those parts of their settlements,

areas and places that they have a relation to. These were places that they visit often, their parents and friends live there, they attend the local school there or there are facilities they visit or services they use.

The participants presented the completed figures to the group one-by-one. This way the participants could learn a lot of new information about the other group members. During the presentation of the figures the participants could sort their memories and emotions related to various places, parts of the settlement, towns or regions.

The evaluation of the figures and the conversations showed us that youngsters know those settlemens where they live or study at. They expand mostly to the boundaries of these places and they associate themselves with these places emotionally. The drawings did not really help them to interpret the concept of the county or region. They basically only apprehend the level of the settlement.

The Third Step

The fourth meeting – Problem map

During the fourth meeting we have worked up topics in small groups, each group did a topic with a given timeframe. They had an opportunity to conversate on one of the 5 topics outlined in the YURA project in groups of three or four. They swithched tables every 15 minutes leaving one person behind every time. They could talk about their own problems in relation with the topic and they could write them on the flip chart sheet on the tables, with all the coming groups patching them up with their own thoughts and opinions.

In the end we have summed up all the questions that have surfaced in each topic. We have classified and sorted them for the next meeting according to their topics in order to prepare for the making of the possible suggestions for solutions.

The fifth meeting – Suggestions for a solution

The classified and thematically sorted problem groups were presented to the group and we have asked them to choose a topic that suits their interests and come up with suggestions for a solution to those in order to treat the given problems.

The participants started very intense conversations thoroughly circling around the outlined questions, but they were unable to come up with a solution because in all cases they found that they lack the required competences. According to them the main cause of the problems – apart from a few other cases – is the lack of financial resources, a problem over which they

have no control. Our initial assumption was reinforced, that is the region lacks financial resources and it is rather in decay than in development.

Detailed information about the results and the received lists can be found in the Annexes.

- *Resources mobilised*

Please detail the financial, material and human resources that were used. Describe their source.

Financial resources were provided by the Association for Student and Civil Society in the county of Hajdú-Bihar as the Hungarian partner of the YURA project, who provided sponsoring for partners in order to advance the realization of the pilot project.

Material resources were provided by the partners in the realization process and the beneficiary of the project, such as a classroom in case of an educational institute.

Human resources were provided by the partners in the realization process, the staff and the experts of the partners along with volunteers all contributed to the realization of the project.

- *Participating organisations and institutions*

List the organisations and institutions collaborating in the pilot action, detailing their contribution to the project (human, financial, institutional, etc.).

The personal contribution of the Kalamáris Association in the form of voluntary help offered by the staff of Kalamáris Association during the work.

The Municipality of Tunyogmatolcs, Szamossályi Local Government, Alternative Cultural Youth Association in the Balmazújváros subregion, Youth House of Dombrád provided the locations for the meetings and development sessions free of charge in the local community home.

The constitutional contribution of Kortársak az Egészséges Fiatalokért Association, NCSSZI - Mobilitas National Youth Service   North-Great Plain Regional Youth Service Office, Open Training Association (NYIKE Association), Kalamáris Association are the professional realization partners in the realization of the pilot project.

The Medgyessy Ferenc high school provided classrooms for the meetings.

Millennium Cultural Association who lead the Future Laboratory pilot program in Hungary and

the Association for Student and Civil Society in the county of Hajdú-Bihar the Hungarian partner of the YURA project , provided human resources and developed the final Pilot Description Study.

10. Description of the Outcomes

- *Outcomes*

Explain the extent to which the above-listed objectives were actually achieved. Mention any benchmark or indicator used to measure results. Explain results according to fields of activity, e.g., improved employment, business activity, empowerment of human resources, skills and knowledge, behaviour changes in the population, enhanced quality of life for citizenship, etc.

It is visible as the result of the project that the youngsters who took part in the study are able to assess the opportunities that define competitiveness on the labor market. They have formulated a serious review about the quality of education and professional training that clearly shows the fact that they miss public cooperation and they see local society as split and fragmented as well.

Although they would rather imagine their future in their homelands, the expected employment and quality-of-life indexes encourage them to move away from home in hope of finding a job.

Our experience from the villages of Szabolcs-Szatmár Bereg county shows that in most cases it is not enough to be willing to take the initiative. What is needed is the development of the competence and knowledge in a motivated community because the people cannot see the possibilities lying ahead of them and they have no patterns of success.

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

We made the group members fill out an entering questionnaire as a means of measure. At the end of the process we have asked for oral feedback about the changes in their attitudes. According to the feedback they have given, we can state that all of the participants experienced a positive change in their attitudes and now they are considering more factors in making decisions about their future.

- *Situation after launching the project*

Provide an overview of the new situation as a result of launching the project as far as the main pre-project problems is concerned. Refer to statistical indicators to illustrate the situation whenever possible (unemployment figures, business activity, migration, etc.)

The situation has not changed considering the general economic and social indexes, since the effects of the activity will only be visible in two years' time (in the form of successful projects and gathered resources).

The individual skills have definitely improved, because the youngsters show a change for the better in their attitudes after the training sessions, which can have a positive effect on the disadvantageous process of their migration.

- *Sustainability*

Say whether the project is financially sustainable. State whether it generates its own resources or whether it depends on public funding, and whether it is a financially viable, sustainable project from a social and economic point of view.

Without external resources, the project can only be supported with difficulties. The project is not self-supporting, since it does not produce any resources. External resources and support from tenders are needed in all cases. The return of the investment can only be expected at a later point of time and only indirectly, for example in the form of the slowdown of the aging processes caused by migration.

The slowdown of the migration process depends on the particular projects realized by communities that can be partially self-supporting – for example tourism –; however national and EU resources are needed in all cases.

- *Lessons Learnt*

Explain four or five lessons and examples of practical advice that you have learnt from the pilot action. Refer in particular to any aspects that you would change if you had to repeat the project, as well as other aspects that would remain the same.

A much bigger timeframe is needed during group work in order to let informal conversations unfold and to provide time walk through a subject. We would work up other topics with the youngsters and we would suggest a bigger timeframe when working with a topic. At least half a

year would be required for the length of the process of working with the youngsters. The progress was much slower than we anticipated. We have assumed that the participants will have certain skills that they turned out not to have. The need for developing and sharing these skills enlarges the required timeframe. Without improving the skills the implementation of the group work would be very difficult.

Besides reaching common goals it is very important to express individual goals as well. Developing individual competences is an important basis for reaching common goals. One of the main reasons behind the problem of migration is the fact that many capacities of the youth are unexploited. Local youngsters' intentions to stay depend highly on the attitudes of municipalities. Proper methods and activities were applied; the only thing that can be improved is the frequency of the sessions.

- *Future Prospects*

Please provide possible effects of the Pilot action that could take place in future. If there any further follow-up projects or actions, please provide a short description.

It is an important task in the skill development process of youngsters that they should be able to communicate problems properly and come up with suggestions for a solution. During the project we have experienced that these abilities are not automatically ready for the youngsters, but rather they need to be nurtured continuously.

It is impossible to learn the opinion of the youngsters if this ability is absent. They do not make an effort to communicate their opinions; however their answers to these social questions usually mean leaving their village or town, even the region they live in. Thus, it is essential that the civil services sector and the educational institutes co-operate with local municipalities in order to prevent further migration of the youngsters.

The training sessions had a positive effect on the participants. Some of the partnering educational institutes even intend to carry on with the training activity on a monthly basis. NGOs are willing to help young people with their decision making mechanisms, should they need it.

11. Budget

Please provide financial details of the project. Whenever possible, divide the data into expenses on human resources, infrastructure investments, overheads, dissemination, etc.

Future Laboratory costs for 1 training with approx. 15~18 participants on 5 times, 3-4 hours per occasion.

1. Rent for training room and technical equipment
    (laptop, projector, flip chart board, speakers etc.) 5 x 10.000 HUF= 50.000 HUF (~**170 €**)
2. Stationery   5 x 2.000 HUF=10.000 HUF (~**35€)**
3. Training fee (staff costs)   5 x 30.000 HUF=150.000 HUF (~**500€**)
4. Travel costs   5 x 5.000 HUF=25.000 HUF (~**85€**)
5. Processing the questionnaires   1 x 15.000 HUF=15.000 HUF (~**50€**)
6. Developing the methods for the training 1 x 50.000 HUF =50.000 HUF (~**168€**)
                              Total: 300.000 HUF (~**1008€)**

    8 Location (with different group of youngsters) subtotal for the, 8 x 1008€ = 8064 €
7. Developing the final Pilot Description Study 1 x 600.000 HUF=600.000 HUF (~**2000€**).

                          Total Budget 10.064 €

    (This total amount didn't contain the VAT, with VAT 12.580€)

    ***The budget is depending the Euro ~ Huf change rate, we calculate 1€ = 300 HUF.**

12. SWOT ANALYSIS

Apply a SWOT analysis to the most important in-house and external characteristics affecting the pilot action while their implementation.

- *Strengths*

We were able to establish good connections with the educational institutes and their teachers during the pilot project.

Youngsters are co-operative a positive change is visible in their attitudes. Communal experiences finally beginning appear in the lives of the youngsters. The goals of the YURA and the pilot projects were set, so we were able to shape the outcome of the

training sessions for the best results.

- *Weaknesses*

Limited human resources: there are only a handful of experts and organizations who can join the project.

The lack of resources: in a reaction to the demographic processes there are few tenders and resources that can solve this problem by design.

- *Opportunities*

Elementary and high schools, as well as students' hostels are open for projects that are in relation to career orientation and can widen the range of their offered programs.

Leading groups and involving more young people and educational institutes. Introducing other activities to youngsters, such as voluntary work or peer support.

- *Threats*

Young people keep migrating from their home villages and hometowns hoping for quicker success.

The disinterest of youngsters, there is no one to organize a group, fear that there will not be continued tender support.

The results do not reach decision making level. Youngsters are not seen as partners on the level where the actual decisions are made.

The criticisms towards the project may be taken as offence by the organizations involved (education, vocational training).

13. Transferability of the Pilot action

State whether the initiative could be replicated elsewhere; list the conditions that would need to be in place. Say whether the initiative has already been exported elsewhere and where it has been exported to.

The project can be fully realized on any other location. It is necessary that the adult assistance doing the organizational work concerning the sessions be familiar with non-formal educational methods and that they have connections to the younger age groups. The existence of certain

connection points toward the youngsters is a necessity as well and they should be co-operating with the research institutes or the NGOs working with youth.

Criteria for transferring:

The content of the project: It can be implemented virtually anywhere with the same content, considering the local needs and demands of the given group. Human criteria: 1 or 2 experts (in the fields of mental hygiene, psychology and social work) who are familiar with group leading methods, and one leading character who organizes the group. Material criteria: A room big enough to accommodate a small group, that has comfortable chairs; a blackboard or whiteboard to write and post on; paper and stationeries; tools and means of demonstration and technical instruments.

14. Sustainability and Community value added

Please provide information of the benefits of the pilot action and possible effects that could take place in future. State whether the initiative could provide new approaches to decrease migration in rural regions and the common value added for the European Union.

In the charge of the Regional Youth Council was made the Regional Youth Strategy of the North-Great Plain in summer 2011. The main issue of the regional strategy was about the decreasing of the youth migration. With our partner the Regional Youth Service Office we are working on to socialization and present the results of the Regional Youth Strategy in wider spectrum. These program's (information days, presentations, lectures, round-table conversations, forum discussions, trainings, meetings) methodology were the same with the YURA Future Laboratory methodology, so the sustainability of the Future Laboratory pilot action is insured for the next years.

The HAHA Association resumed a conference and lecture series, round table discussion and forum titled 'These young people….' in partnership with the Regional Youth Service Office. These conference days were about one-one youngster's problems, issues. The topics for the next conference year in 2012 and 2013 are the followings: talented youngsters, youngsters subculture, strategy developing for roma youngsters, growing the authoritarian principals among the youth. These conference days will rise up the pilot program's results and studies into European level.

15. Audiovisual material

Please provide significant photographs illustrating the initiative (briefly describe each photograph).

Please also send us any other relevant information contained in video archives, Power Point presentations, etc.

The young participants working in small groups, they are collecting the community aims, community problems.

They are presenting the results of the small group work.

Working in pairs too. 'My life will be ……after 5 years'.

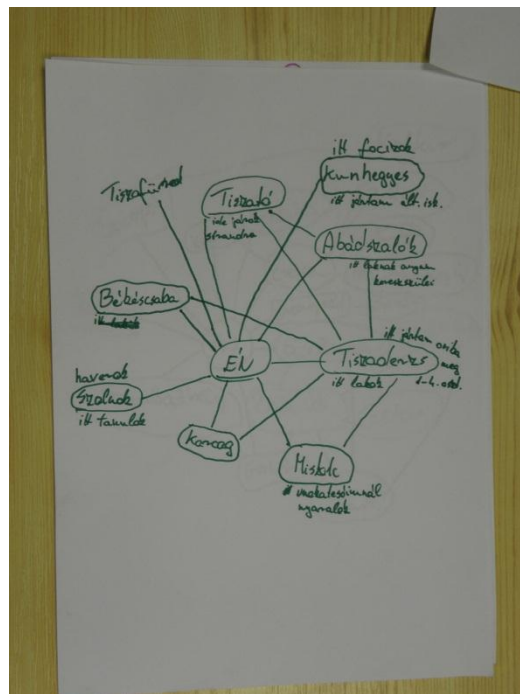Fears and hopes about the Future Laboratory

Collecting the community issues, the main problem topic was Drug.

Workshop work in Szolnok.

'My travel routes in the region' title was the workshop.

One of the result 'My travel routes in the region'.