

Developing transnational transversal youth strategies in regions with migration

Jugendstrategien für Regionen mit Abwanderung

Description Pilot Action



Pilot action: Pupil Research Center

Name of the initiative: Pupil Research Center pilot program in the region 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)

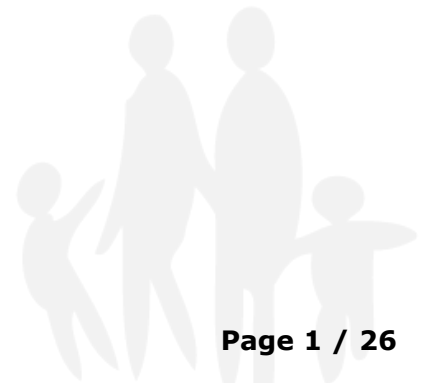
Álláshely Social Cooperative (Álláshely Szociális Szövetkezet)

Name and Surname of the Pilot action coordinator:

Gyöző Bánfalvi

Dr. Juhászné Lévai katalin

Insert Logo of partner organisations:



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

Pilot action 4: PUPIL RESEARCH CENTER

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

First of all the exploratory spirit of young people should be inspired in the research centre for pupils. In Burgenlandkreis such an out-of-school learning location has already been established in cooperation with regional companies. This approach should be discussed and jointly improved in a transnational pilot action in order to lay the foundations to establish similar models in partner regions. Also the development of joint education modules for the out-of-school knowledge transfer belongs to this pilot action.

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

2. Address:

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

Include the following information: Álláshely Social Cooperative

- *Postal Address:* 4032, Debrecen Branyiszkó utca 9/B
- *Telephone:* +36-52-421-737
- *Fax:* +36-52-421-737
- *E-mail:* -

3. Contact Person:

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

- *Name and Surname:* Gyozo Banfalvi is the coordinator of the pilot projects, he is Economist and Human Resource Counselor (MA)

- *Position in company: project manager*
- *Telephone: +36 (30) 680 9528*
- *Fax: -*
- *E-mail: banfalvigyozo@gmail.com*

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.

ÁLLÁSHELY Social Cooperative is the collaborator partner with the regional Employment Center and the Local Government of Bököny, the organization was established in 2010 for making solutions on the high rate of unemployment in the region by unusual, creative methods. LK-EUROPA Ltd. is the trainer company with good references from the regional Employment Center.

'leading partner': Álláshely Social Cooperative

Partners:

LK Európa Company.

Regional Youth Service North-Great Plain Office

Local Government of Bököny

Luximpex Company (Hotel Barátság, Hajdúszoboszló)

Bauplex Company

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): **Social Cooperative**

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.

Traditional Adobe Brick Maker

We would like to generate two different kind of pilot project in this project action's framework. The first one is an ancient folk's vocation: adobe brick-maker. The second one is a car mechanical specialist. The chosen two pilot projects are related to the YURA intention on 2 different points. The adobe brick-maker training is related to the aim of making viable rural life at villages. The touristic specialist training is related to the aim of stop the migration of youth professionals from the regional big cities to the capital. Both of our projects are cooperations between schools and regional companies, which is almost an aim of YURA project.

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.

Traditional Adobe Brick Maker

In the villages and little settlements generally the more than 50% active population is unemployed. We can tell from this population, that they are mostly low educated. We found that reaching the aim of improving life quality in rural areas, first we need find out some simple solutions for the population, how they could work and earn money in their settlements.

Aims at the first profession field (adobe brick-maker): Our labor market partner is the nonprofit ltd. of local government of the settlement (Bököny). On our coordination meetings they said that they found that there is a huge need of this kind of building on the market, so after the training they would like to employ some of the participants and start a brick-making business in the company. We got an agreement from the owners, the municipality of Bököny, that they will support them on the start of the business.

At the second pilot we concentrated on the bigger settlements, cities of our region. We found that there is "brain drain" from the bigger regional cities to the capital (Budapest). If we would like to stop this kind of migration, we must help for the young professionals to find their first job, so they could make their own families in our region. The aim of the second pilot training is to find employers, enterprises on the labor market, who want to employ these young professionals, because we help them to train the young employees to be specialists on needed work fields as fast as it could happen without any costs.

Tourism and Youth tourism

The main aim of YURA project is create a youth strategy, which could help the

emigrant affected regions. If we change the local employment figures we will effect on migrant situation. The training program gives a chance to develop the most dynamic field, the tourism, especially the youth tourism. The tourism developing will increase the touristic activities that will earn profit and expand the employment sector.

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.

Traditional Adobe Brick Maker

At the first profession field (adobe brick-maker): In Hungary at the little settlement and villages there are different types of problems as in the rural cities. One hand, it is not rare that more than 50% of the active population is unemployed. The other hand, this unemployed population is low educated, and most of them are roma people, so the only chance for them to live, is getting social assistance from the local municipality. At our coordinating meeting with the major of the village of Bököny and leader of the company of the local government, we chose the most adequate YURA aim for this problem, how to create a viable rural life for the youngster, and we tried to focusing on this in this pilot: making solutions for the people, that they could work and earn money from the market. So our target group was the youth, low educated roma population in the village of Bököny (10 persons).

Tourism and Youth tourism

The North-Great Plain touristic indicators are higher than the national average excluding the Budapest's area. The coming tourists are interesting about the traditional cultural targets of the region (example: Debrecen, National Park of Hortobágy) or coming because the wellness and health care services (example Hajdúszoboszló). The North-Great Plain region's attractiveness is visited by the middle age and elder generations. The touristic attractiveness especially for the youth generation is missing or can be found in low numbers. The touristic manager

profession can be found in the higher education institutions, but the special area, the youth tourism manager is still missing from the education modules. That missing theoretical part could be effect the lack of the special youth services and attractiveness.

If these missing attractions is created it will unknown and unfamiliar in front of the target group. The marketing strategies and methods don't adapt the youth generation's needs, habits. The new marketing methods are missing from the marketing field, just a few companies using qualitative opportunities as the social networks and other web2 interfaces.

The local youngsters haven't got so much knowledge about youth tourism and they haven't got enough experiences about the new youth tourism trends. The new fancy programs and services are found only in Budapest, example 'ruin taverns' or 'home theatres'. These innovative projects couldn't be started because of the youngster's missing personal experiences.

The participants learnt theoretical part, tried their knowledge on practical field, visited institutions and companies. We expected the youngsters would have curiosity to establish a small business company or work in a non-profit organisation to running similar projects.

The main target group of the project are the entrant, fresh graduated unemployment youth, whom have already got knowledge about social/ community activities.

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.)

The Central Statistic Office and other major market researcher company prepared a study and research about the volume of the youth tourism in the past few years. The youth tourism's portion, which is a serious part of the touristic market yearly turnover, will increase in the next years based on the statistics. The tourists of Hungary are 24% between 25-34 years old, 9,8% between 15-24 years old. The Youth between 17-30 years old are the domestic travellers, from whom 28,4% staying several days and 28,9% are staying at least one day. Besides the statistics the youth tourism is exceeded the 25% of the total travelling in Hungary.

From the Central Statistic Office yearly detailed statistics can see that the economy and financial crisis also effected on tourism sector. The tourism sector is increasing since the deepest point in 2009. The following charts present the numbers of travels by number of participants and number of sleeping days. besides the national statistics the regional statistics also presented.

Number of participants (person)

Year	Hungary	North- Great Plain Region
2008.	21.753.496	3.090.879
2009.	17.919.707	2.271.899
2010.	18.122.669	2.584.366
2011.*	14.851.677	1.587.131

*The data collected from January - August.

Source: Central Statistic Office

Number of travels (sleeping days)

Year	Hungary	North- Great Plain Region
2008.	87.723.387	10.612.338
2009.	73.301.775	8.331.985
2010.	74.158.751	9.774.561
2011.*	62.509.264	6.360.733

*The data collected from January - August.

Source: Central Statistic Office

The North-Great Plain region is exceeding the national average if we excluding Budapest's data. This region is showing an increasing tendency, but it will reach the previous highest status in 2014.

The national touristic attractiveness-supplies are offer various and colourful touristic activities and touristic programs could be created also. Form the touristic palette the youth special needs and interesting are missing or deficient. Besides the marketing field is also need to be developed.

The touristic-hostel profession can be found at the University of Debrecen and College of Szolnok, but the youth tourism is still missing from the theoretical knowledge.

- *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.

Traditional Adobe Brick Maker

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

- 30th September 2011.: Call for participants. Recruiting and selecting the participants,
- 11th November 2011.: Finishing theoretical lessons,
- 3rd February 2012.: Finishing practical lessons,
- 16th February 2012.: Final exams.

Tourism and Youth tourism				
suggested lessons of training	Subject		Aims of training (levels of taxonomie)	method of teaching
21 hours	<u>Learning Modul 1</u> Communication, conflict management	<ul style="list-style-type: none"> - The concept of communication, effective communication - Verbal and nonverbal communication, body language - The written, telephone and internet connections to private and business - The different types of communication, development and disorders - Advanced communication in everyday situations - The rules of social interaction - Basics of Mediation, the mediation problem - Conflicts in the family, at work, managing 	Pupils understand and able to use the knowledge of this modul.	Discussion, role playing, teamwork
35 hours	<u>Learning Modul 2</u> Project management, Tendering operation	<ul style="list-style-type: none"> - Theoretical and practical knowledge about International and national funds - Project management ,basic principals - Operational plannig. 	Pupil understand the structure of the tendering, capable calling funds, understand the structural thinking and system approaching.	Lecture, discussion, role playing, teamwork
21 hours	<u>Learning Modul 3</u> Basics of Entrepreneurship	<ul style="list-style-type: none"> - The business - The business concept, goals, characteristics of - The marketing approach the business activities - Basic knowledge of 	Pupils understand and able to use the knowledge of this modul.	Lecture, discussion, role playing, teamwork

		<p>elementary accounting</p> <ul style="list-style-type: none"> - Tax and social security, legal, employment law basics 		
21 hours	<p><u>Learning Modul 4</u></p> <p>Settlement Marketing and Communication Strategy</p>	<ul style="list-style-type: none"> - New possibilities of settlement marketing - Basic online marketing and communication techniques - Business communication and negotiation skills - verbal and non-verbal communication skills. 	<p>Pupil will learn the communication techniques, they will express themselves in different platform (business, lecture, open speech). They will learn the basic communication strategies.</p>	<p>Lecture, teamwork, workshop, study-visit.</p>
14 hours	<p><u>Learning Modul 5</u></p> <p>Non-formal education</p>	<ul style="list-style-type: none"> - Learning new working methods. - Using the benefits of the non-formal education. - Practical usage of the technique. 	<p>The pupil will learn non-formal education method. They will use this new skills in many various field.</p>	<p>Workshop, training, brainstorming.</p>
35 hours	<p><u>Learning Modul 6</u></p> <p>Tourism knowledge</p>	<ul style="list-style-type: none"> - National and international tourism trends. - Basic knowledge about the country, culture, history, Cultural-History. - Hotel, tourism and catering services. - Exploring the local needs (services, trips, sightseeing). - Database collection about the touristic places, accommodations. 	<p>Pupil will learn the tourism services, how to prepare a database, making connections with the local hosts and restaurants.</p>	<p>Study-visit, Lecture, training.</p>
14 hours+14	<p><u>Learning</u></p>	<ul style="list-style-type: none"> - Travelling 	<p>Pupil will learn the general operational</p>	<p>Practical program</p>

hours	<u>Modul 7</u> professional services, legal skills, licenses, IT skills.	documentation. - Informatics and IT skills. - Working and personal connections on the web and other special intranet (example : Eurodesk, ERYCA). - Knowledge about the national legal skills and licenses.	background and legal basis of an enterprise. They will learn IT and computer skills for the everyday work.	using, Lecture, Discussion.
60 hours	<u>Learning Modul 8</u> Practical course	Practice at their concrete work place, mentoring by practiced professional.	Pupils learn new special practical knowledge and able to use former knowledge.	Practice
<i>Total: 235 hours</i>	<i>Theoretical knowledge: 175 hours</i>	<i>Practical knowledge: 60 hours</i>		

- *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.

The trainings man aims are:

- Increasing the citizen’s natural and cultural awareness,
- The market needs have to change for people’s demand by using new marketing techniques,
- The youth-specific services and products have to develop in the spirit of experience simplicity,
- Expand the employment sector, increasing the places of employments.

The process of the pilot:

- Train 10 youngster to became Youth tourism specialist,
- Building the connections between the youth and touristic sector’s organizations, enterprises, companies, SME, institutions.
- Sharing the knowledge and innovation among the partners.

The pilot indicators:

- The numbers of the employed youngsters in the tourism sector,
- The numbers of the newly youth-specific services and products,
- The numbers of the incoming youngsters into the region,
- The numbers of the cooperation and connection, generate the common projects.

- *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.

The first phase was the selection of the partner organization(s). We call for a tender from associations, companies, NGOs, who are also working with youngsters. They are organising program, projects and events for the youngsters. They know and understand the youngster's needs, thoughts, idea, which are highly effecting on them. After the tender selection process, we chose the vocational places.

We call for participants for the youth tourism training, using by the recruiting techniques we got 36 candidates for the 10 vocational places. We chose 10 participants, 9 female 1 male on the personal audition.

The theoretical lessons were organized during 5 weeks, 7 hours per day. The theoretical knowledge built up by modules.

During the vocational training the participants worked in 2 vocational institutions: one was a hotel at Hajdúszoboszló, and the other was a spa and wellness institutions at Hajdúszoboszló too. The participants learned the basic knowledge of the youth tourism profession during the 7 weeks of vocational training. They visited and involved the local work into the National Park of Hortobágy and 'Ruin Tavern' Social Houses during the fieldwork and study visit. The HABA Association monitored regularly the participants on the trainings, examine their developing.

On the final exams the participants presented a project proposal with detailed description and budget included a marketing strategy too.

Problems and barriers of the implementation

The first problem was the gender balance. We would like to train an equal number participant take into consideration gender balance. The male candidates were missing on the auditions.

The second problem was on the vocational field. The participants stayed more weeks on one working task (example housekeeping), the problem was the frequency of the working tasks. The best solution was to avoid that arisen problem, the participant stayed one working place for one week and afterward they change the positions. There was a big conflict among the participants on the first weeks of the training because of the positions.

- *Description of measures and actions*

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

Traditional Adobe Brick Maker

Description of the Curricula: We would like to make a measurable and further an adaptable method, which able to give working opportunity for the young and low educated population in the small settlement in our region. The chosen profession is traditional one, adobe brick-maker. It is not needed any special previous experience, and it is easy to learn.

Adobe brick-maker:

- The training takes 180 hours that consist of 72 hours theoretical, and 108 hours of practical courses.
- At the theoretical parts mostly school-based methods. Practical courses at Bököny Nonprofit Ltd., mentoring by practiced professional.
- Textbooks, exercise books
- Oral and written exam from the theatrical and practical courses.
- At the first part one and a half week theoretical training, and at the second part two and a half week practical training.

- *Participating organisations and institutions*

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

Traditional Adobe Brick Maker

We listed below our regional partners:

- Schools: LK-EUROPA Ltd. - trainer of the pilots
- Parents: ÁLLÁSHELY Social Cooperative, Chamber of Commerce in Hajdú-Bihar County
- Enterprises/firms: Bököny Nonprofit Ltd., collaborator enterprises of the second profession filed are on selection
- Colleges/universities: Department of Management Science, University of Debrecen
- Regional Administration: Employment Center, Local Government of Bököny

Tourism and Youth tourism

The involved institutions and their tasks:

- Álláshely Social Cooperative: coordinating the Pupil Research pilot action, doing the training, auditing and monitor the training, preparing the final description about the implemented pilot action.
- NCSSZI Moilitas national Youth Service - Regional Youth Service North-Great Plain Office: involving the implementation phase of the training, supporting the recruiting and selection phase, monitoring the pilot project.
- Enterprises and Institutions: Hotel Barátság, Spa and Wellness Hajdúszoboszló, Simple Ruin Tavern, National Park of Hortobágy: hosting the participants on the vocational training, teaching the practical and theoretical knowledge.

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.

After the trainings, we expect that our pupils will be much more self confident in their jobs and in their personal life too. We decided that half year later we will check what happened with them in their carriers. The training and our experiences will be share by the regional authorities; we hope they could use it in their further jobs and projects.

Results of the project:

- Train 10 participants to Youth tourism specialist,
- Built connections between the youth and touristic sector organizations, enterprises, companies, SME and institutions,
- Sharing the innovation and (common) knowledge among the regional project actors.

All of the participants have been finished the final exams.

- *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 pilot projects long term effects:

- Increasing the incoming tourist into the region,
- Increasing the number of the services and marketing sales,
- Decreasing the hectic touristic demands (non-expected leak in the sales),
- Establish new companies, creating new touristic attractions, increasing

the attractiveness,

- Increase the touristic income.

The pilot project has just finished we couldn't measure the indicators and present the effects of the pilot. The pilot project benchmark will continue in the next semester of the YURA project.

- *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.

We expect at both professional field, our chosen enterprises, our partners will be surprised about the pupils, because after the youngsters get attention from the society, they show more loyalty and responsibility for their jobs and employers.

- *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.

Learned lessons:

- We have to describe more detail the vocational field working conditions, because the participated youngsters haven't got any working experiences so their needs and expectations aren't matching with the vocational field.
- During the theoretical lessons we have to organize social activities, workshops, theoretical field work, study visits, that could help to fight against their fears and solving their conflicts.
- We have to extend the numbers of vocational places, because the host institutions couldn't offer high quality practical work for the huge numbers participants.

- *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.

Searching for new funds for expand the project. The Leonardo da Vinci program could be the possible frame for calling funds to continue the Youth tourism pilot. Establish and open Touristic centres, which could be a reference basis for the further education and vocational education. In these centres the youngsters and young tourism specialist could be work. These centres could be host the graduated touristic youngsters until If they will open their own businesses or participate in EU projects. During their first job they could test their earned knowledge, learn new skills, sharing their ideas, gain working experiences.

11. Budget

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

Traditional Adobe Brick Maker

Training and education costs (education, training room rental fee, certificate issued): 81000 HUF/participant + VAT, 158 hours, 10 participants TOTAL 810.000 HUF+VAT

Tourism and Youth tourism

Training and education costs (education, training room rental fee, certificate issued): 5000 HUF/hour + VAT, summary 175 hours, TOTAL 875.000 HUF+VAT

Accommodation (Accommodation for the study-visit and during the vocational training): 44 days for 10 participants, TOTAL 880.000 HUF+VAT

Meals cost (meals cost during study-visit and vocational training): 44 days for 10 participants, 880.000 HUF+VAT

Travel costs (travel costs during study-visit and vocational training): 3 months, 5000 HUF/participant, TOTAL 50.000 HUF+VAT

TOTAL : 2.685.000 HUF+VAT

12. SWOT ANALYSIS

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

Traditional Adobe Brick Maker

- *Strengths*

- Easily transfer the Adobe Brick Maker knowledge, the profession is quickly learn for everyone.
- The participants need low education level.
- Few tools necessary for the training.
- Small amount of assets need to practice and doing the profession.

- *Weaknesses*

- The adobe brick is unique and unusual element of the construction market.
- The construction technic for the adobe bricks is totally different than the well-known, common construction elements.

- *Opportunities*

- The traditional adobe brick maker profession is a special need in the small region.
- Easily operate a small business for adobe brick making.
- The profession is generate the new possibilities for the labour market , it is generate the self-employment.

- *Threats*

- The missing interesting from the participants.
- The construction market is closed for a new small enterprises.
- The capacity of the construction sector is too low because of the economic crisis.

Tourism and Youth tourism

- *Strengths*

- The fact that the attractions of Hungary and more specifically the Northern Great Plains region are not really well-known and the country's image is bad among foreign youngsters.
- The lack of foreign language knowledge on behalf of the service providers as well as the local population.

- Problematic attitude of service providers.
 - The lack of the ability to develop a supply that meets the demands of the youth (or the different segments of youth generally) is present in the case of many a service provider and attraction manager.
 - The fact that NGOs are inexperienced in travel planning is counterproductive in view of the complexity of the experience offered to young people.
 - The standards hostels related to youth tourism are in degradation as compared to the high standards demanded in the market.
 - The concept of youth tourism is generally narrowed down to students under 18 years, which limits the willingness to develop marketable services.
 - Sport-friendly services related to mass transit is quite limited.
 - A uniform representation of the youth tourism is lacking.
 - There is no agency dedicated to youth tourism in the national organizational system of tourism.
 - The international student card is not valid for use with Hungarian public transportation means.
 - Low interest enforcing aptitude of youth organizations and youth-related organizations, which lack suitable resources.
- *Weaknesses*
 - The fact that the attractions of Hungary and more specifically the Northern Great Plains region are not really well-known and the country's image is bad among foreign youngsters.
 - The lack of foreign language knowledge on behalf of the service providers as well as the local population.
 - Problematic attitude of service providers.
 - The lack of the ability to develop a supply that meets the demands of the youth (or the different segments of youth generally) is present in the case of many a service provider and attraction manager.
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 - There is no agency dedicated to youth tourism in the national organizational system of tourism.

- The international student card is not valid for use with Hungarian public transportation means.
- Low interest enforcing aptitude of youth organizations and youth-related organizations, which lack suitable resources.
- *Opportunities*
 - An attempt to put together a repertory of festivals apart from music-themed ones that is suitable for the range of interest of the youth, and the attempt to make existing festivals more attractive to them.
 - Making the active repertory attractive to young people through proper communication channels.
 - Increasing the number of locations where interactive presentations can be held.
 - The adjusting of eco-tourism for younger people's needs with means of a more experience-oriented presentation of values and interactive programs.
 - An attempt to make use of the longer residence period of young people coming with an aim to deepen their bonds here and to encourage them to try as many touristic products as possible through communication to their social layers (channels, such as institutions of higher education and travel agencies).
 - Organizing and developing image-shaping activities that can be applied by non-profit student organizations involved in student exchange and internship programs.
 - Technical developments in the fields of accommodation and catering.
 - Building a system of new discount cards for settlement or regional use, maybe nationwide thematic cards (for example a "Hungarian Sports Card").
 - Developing bicycle rental possibilities for the most important tourism centers.
 - Making the tourism image of the country more appealing to the youth, concentrating mainly on the most important source markets.
 - Launching special training programs.
 - Channeling EU resources into service development.
- *Threats*
 - Due to the exaggerated attractive force of the capital, investors do not show interest in locations in the countryside.
 - Failing to reach a critical mass of necessary changes in smaller locations (the lack of a proper competition holds service providers back in renewal).
 - Managers of attractions of a heritage nature are not open to renewal and

adjusting to young people's needs.

- Further decreasing of discounts related to youth tourism.
- Investors are not interested in developments in youth tourism because of low return rates.
- Disregarding the youth tourism segment in the creation of later tender systems based on resources of sponsorship.
- A decrease in local aids for youth tourism caused by the issues constantly emerging in settlement management (for example noise and amortization).
- Youth unemployment issues
- • Negative domestic examples and the lack of good examples, such as being open to novelty, education and social life.

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 Youth tourism is easily transferability, one hand because of the modular structure of the theoretical knowledge on the other hand the practice-oriented. The training can be moved into another region with a minimal modification, just example depend on local financial needs, legislation rules and local touristic attractive.

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.

The sustainability basically depends on the Youth tourism profession national accreditation system. The profession is able to earn the national Adult Education Accreditation certificate. After the professions' registration process the training could be call for new participants, when the training costs could be covered by European Social Funds or financial support from national labour offices. The youth tourism training without any supported budget can be also viable, attractive profession, which could be covered by training fees from the participants or covered by sponsors. The

youth tourism training could be develop in the framework of the Life Long Learning - Leonardo da Vinci Program.

The Álláshely Social Cooperative as the external expertise on the implementation of the pupil research centre indicated they will start the accreditation process for the Youth tourism profession to become as a highly qualified profession among the several professions in Hungary.

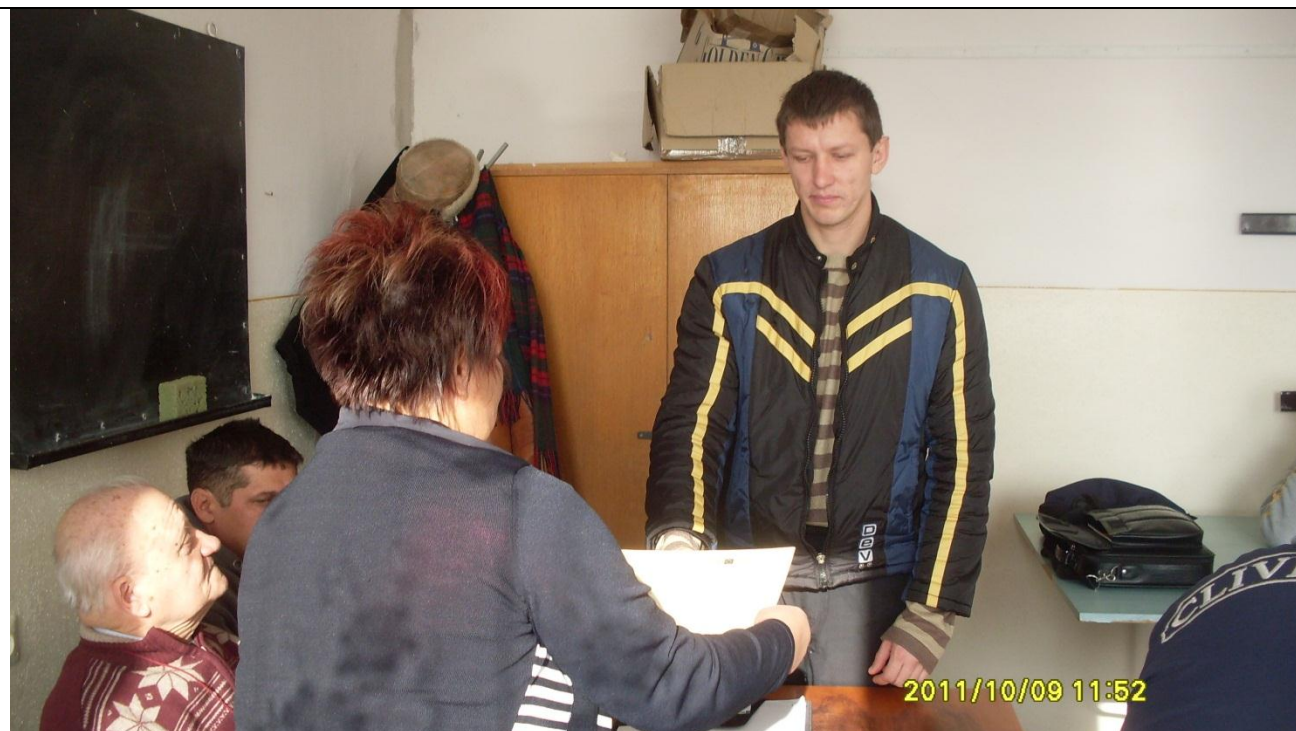
15. Audiovisual material

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 participated youngsters in brick maker group.



Taking over the certificate of the Adobe brick maker profession.



The main examiner giving the final curriculum.



The practical part of the final exam.