



REPUBLIC OF SLOVENIA
MINISTRY OF COHESION
AND REGIONAL DEVELOPMENT



Norway
grants

TALENT LAB

HANDBOOK OF GOOD PRACTICES

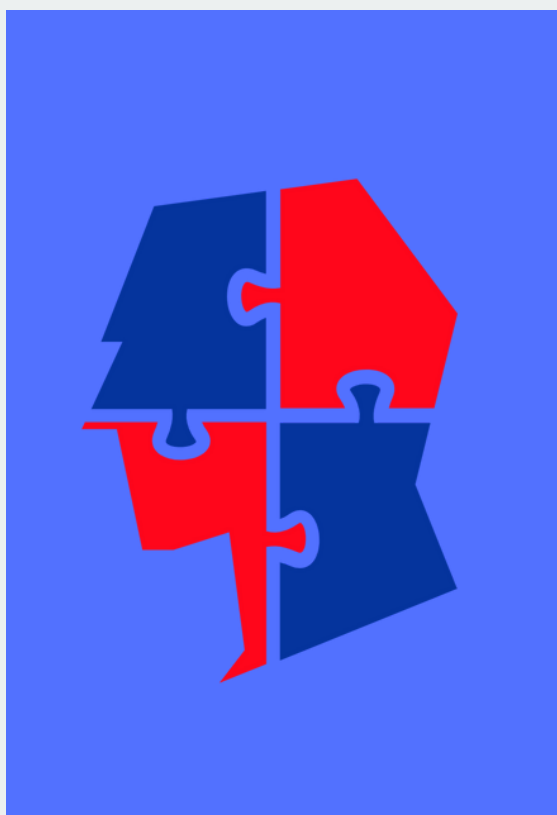


Working together for a **green**, **competitive** and **inclusive** Europe.

Good Practices

- [Go Remote](#)
- [The Talentcenter of the Styrian Economic Chamber](#)
- ["Ju & Me - The Youth Mentoring Program \(Mentors/Mentees - Pilot Project\) in the LEADER Regions of Wesermünde-Süd and Leipziger Muldenland."](#)
- [Youth in Łódź](#)
- [YES - Youth Entrepreneurship Support](#)
- [From Education to Employment \(E2E\)](#)
- [Mildenhall Hub](#)
- [The "Rehabita" program for the renovation of rental apartments](#)
- [Reggio HUB](#)
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Introduction



The handbook represents a valuable source of information for local communities, organizations and decision-makers who strive to stop brain drain and attract highly educated personnel to less developed regions of Slovenia. By implementing proven practices from abroad, Slovenia can take advantage of opportunities for sustainable development and growth.

Brain drain is a phenomenon where highly educated individuals leave a certain region or country and seek opportunities in other parts of the world. This can be a challenge for regions facing this phenomenon, as it can lead to the loss of valuable knowledge, experience and expertise. In the context of HR management, there are some strategies that regions or organizations can use to manage brain drain.

1

Challenges



2

**Thematic
categories**



3

Study cases



4

**Challenges
and
solutions**

TALENT LAB

About the project



The TALENT LAB project focuses on strengthening the capacity of the existing support environment by connecting educational institutions, regional economy and young people.

The project is co-financed by Norway with funds from the Norway Grants in the amount of EUR 409,945.49.



Purpose

The purpose of the project is to increase the employment potential of young people in the Pomurje region, where youth unemployment and the need for a developed support environment are the greatest in Slovenia. Project activities are focused on strengthening the capacity of the existing support environment, connecting educational institutions and the regional economy, and testing the practical work of young people in the field through identified expert challenges by companies.

Objective

The goal of the project is to enhance the quality of support services by integrating practical work into the educational curriculum. Educational partners will enable young individuals to engage in real-life challenges with the support of mentors from educational institutions, companies, and supportive environments such as technology parks. This will create a bridge between theory and practice, fostering innovation and practical skills in future generations.

Specific Objectives

01

Establishment of a sustainable mentoring scheme of services for young people

To ensure an increase in the employment potential of young people in the Pomurje region with the help of a regional mentoring scheme for young people, which will offer free services to two target groups (1) young people who have finished school and (2) young people who are in the process of completion of schooling.

02

Raising the competencies of the support environment

To ensure the enhancement of the competencies of the support environment by introducing common digital tools for users of the scheme (common database), the identification and exchange of good practices of supportive programs for young people, and the expansion of the network of mentors and consultants of the support environment with the multidisciplinary of mentors' competences, which will be the result of the educational academy.

03

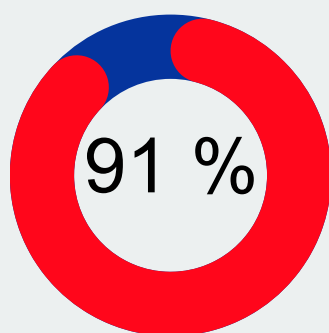
Solving entrepreneurial challenges and involving young people in entrepreneurial projects

To launch a support program for young people by involving them in solving entrepreneurial challenges. On the one hand, it will encourage and help start-up young entrepreneurs. On the other hand, it will enable the identification of talents already in the schooling process, which will be activated and motivated to remain active after schooling in the home region.

CHALLENGES OF POMURJE REGION

The situation in the Pomurje region between 2000 and 2022 shows several important changes. Below is a summary of the key statistics:

DECLINE IN POPULATION



Between 2000 and 2022, the population of the region decreased by 9%.

In the period between 2000 and 2022, the Pomurje region experienced a noticeable decline in the number of inhabitants. In 2000, 125,037 inhabitants were registered in the region, while by 2022 this number has decreased to 114,162.

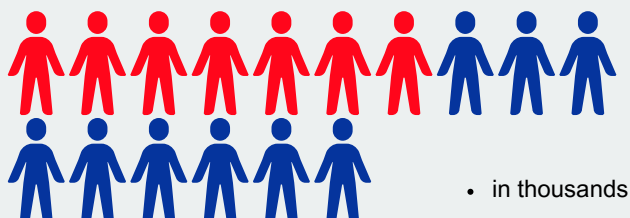
CONSEQUENCES

Population decline can have significant consequences for the local community and economy. A smaller population can lead to a reduction in the labor force, which can affect various sectors, including education, health and services. At the same time, it can also lead to a decrease in demand for local products and services.

DECLINE IN THE NUMBER OF YOUNG PEOPLE

Between 2000 and 2022, the Pomurje region experienced a dramatic decline in the number of young residents. In 2000, 15.632 young people were registered in the region, while by 2022, this number has decreased to 7.114. This trend reflects the demographic challenges the region is facing, which can affect various aspects of local life.

Between 2000 and 2022, the number of young people in the region decreased by 55%.



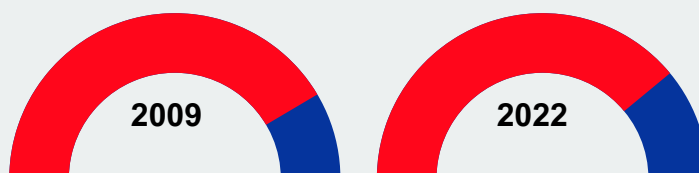
CONSEQUENCES

The decline in the number of young people also brings challenges to the local economy and social fabric. A smaller youth population can lead to a lack of innovation, reduced consumption and a limited labour market. In addition, it can influence factors such as education, culture and social life, as young people represent the driver of social change and progress.

REDUCTION IN THE EMPLOYMENT OF POMURJE RESIDENTS IN POMURJE

Between 2009 and 2022, the employment of residents of the Pomurje region decreased. In 2009, 84 % of the population was employed in the region, while by 2022 this number has decreased to 78 %. This decline in employment reflects changes in the local economy and other factors that have affected the labour market in Pomurje.

The % of employed Pomurje residents in Pomurje decreased by 6 percentage points between 2009 and 2022



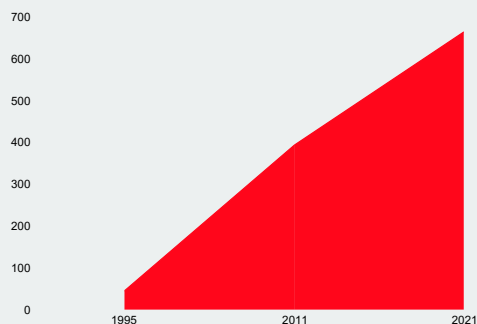
CONSEQUENCES

A decrease in the employment of Pomurje residents in Pomurje can have many consequences. This includes a potential increase in unemployment, social inequality and less economic activity in the region. In addition, it can impact the local community in terms of education and health services, as employees contribute to the tax base that funds public services.

EMIGRATION OF POMURJE RESIDENTS TO FOREIGN COUNTRIES

Between 1995 and 2021, the Pomurje region recorded a noticeable increase in the emigration of residents abroad. In 1995, 45 residents of Pomurje decided to move abroad, while by 2021 this number has increased to 664. This trend shows the complex demographic and economic dynamics that have influenced the decisions of the region's residents.

Between 1995 and 2021, the number of emigrants per year increased by 15x.



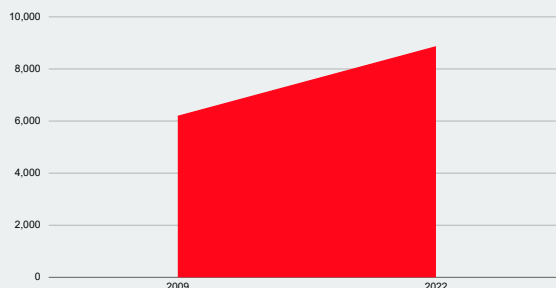
CONSEQUENCES

An increase in the emigration of Pomurje residents can bring challenges for the region. Among them can be the reduction of the labour force in the local economy, the loss of educated staff and the impact on the social and cultural fabric of the region. At the same time, emigration can also bring positive aspects, such as the transfer of knowledge and experience back to the home community, as well as a contribution to the international reputation of the region.

EMPLOYMENT OF POMURJE RESIDENTS IN OTHER REGIONS OF SLOVENIA

In the period between 2009 and 2022, the number of employed Pomurje residents in other regions of Slovenia increased. In 2009, 6.180 Pomurje residents were employed in other regions, while by 2022 this number has increased to 8.850. This trend reflects labour mobility and the search for employment opportunities outside the home region.

Between 2009 and 2022, the number of employed Pomurje residents in other regions of Slovenia increased by 45%.



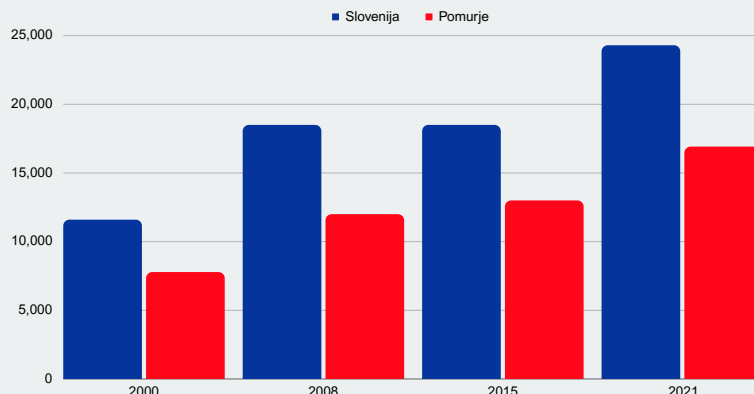
CONSEQUENCES

The impacts of this trend can vary. On the positive side, this means that the people of Pomurje are gaining new experience, knowledge and possibly even higher salaries. This contributes to the development of the personal and professional paths of employees and, as a result, can also benefit the region from which they come, through the transfer of knowledge and experience back to the home community.

At the same time, the increase in the number of employed Pomurje people in other regions can be seen as a challenge for the local economy, as it can lead to a labour shortage in the home region.

CHANGES IN GDP PER INHABITANT IN POMURJE

In the period between 2000 and 2021, the Pomurje region experienced a significant increase in gross domestic product (GDP) per capita. In 2000, the GDP per inhabitant in Pomurje was €7,785, while by 2021 this figure has increased to €16,920. These statistics reflect economic growth and increased productivity in the region over the years.



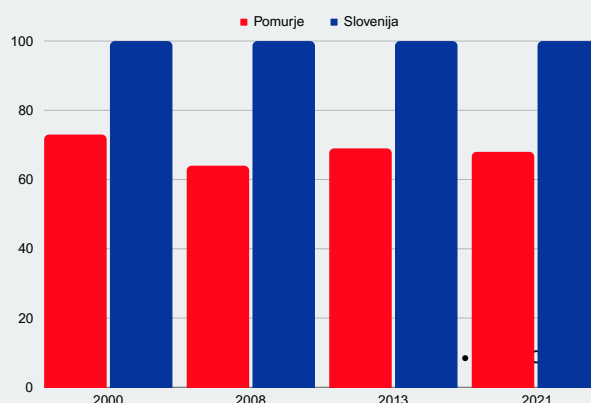
CONSEQUENCES

The growth of GDP per capita also brings positive consequences for the inhabitants of the region. A higher GDP per capita can have the effect of improving living standards, increasing access to services, education and healthcare. At the same time, it can also enable larger investments in social and infrastructure projects.

ECONOMIC DEVELOPMENT IN POMURJE COMPARED TO SLOVENIA

Between 2000 and 2021, the Pomurje region experienced changes in the ratio between its gross domestic product (GDP) and the average in Slovenia. In 2000, Pomurje's GDP was 70.3% of the average in Slovenia, while by 2021 this ratio has decreased to 68.3%. These statistics illustrate certain economic challenges and dynamics of the region's development compared to the entire country.

Between 2000 and 2021, GDP in Pomurje decreased by 2% compared to Slovenia.



CONSEQUENCES

The low GDP growth rates of Pomurje compared to the average in Slovenia pose challenges for the region in terms of development, employment and population preservation. Strategies that encourage investment in infrastructure, the development of education and research, and the strengthening of economic diversification can be key to tackling these challenges.

INVESTMENTS IN DEVELOPMENT AND RESEARCH IN POMURJE

Between 2008 and 2021, the share of investments in development and research in relation to gross domestic product (GDP) in the Pomurje region increased. In 2008, this share was 0.4%, while by 2021 it has increased to 0.6%. Nevertheless, it remains below the national average, as in Slovenia in 2021 2.1% of GDP was allocated to development and research.

Compared to Slovenia, 3.5 times less money as a percentage of GDP is allocated to research and development in Pomurje.



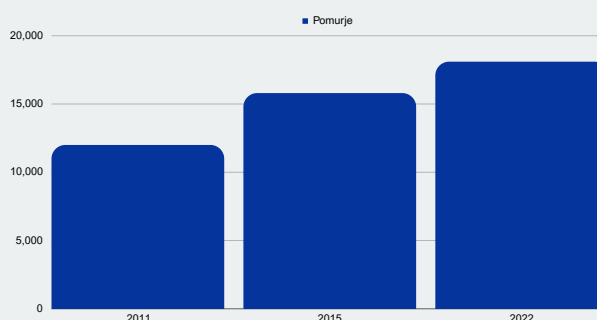
CONSEQUENCES

The growth in the share of investments in development and research indicates the recognition of the importance and need for innovation and sustainable development in Pomurje. Larger investments in research and development can contribute to increasing competitiveness, creating new technological solutions, and consequently to the long-term economic development of the region.

THE GROWTH OF THE EDUCATED POPULATION IN POMURJE

Between 2011 and 2021, the number of residents in the Pomurje region with tertiary education has increased significantly. In 2011, there were approximately 12,000 residents with this level of education; by 2021 this number has increased to approximately 18,000. This trend reflects a positive shift in the educational structure of the region's population.

The number of residents in Pomurje with higher education degrees increased by approximately 50% between 2011 and 2022.



CONSEQUENCES

The growth of an educated population brings many advantages. People with a higher level of education are often better prepared for modern work challenges, which contributes to greater competitiveness of the region in the labour market. In addition, educated residents contribute to the development of innovation, entrepreneurship and the general intellectual capital of the region.

An increase in the number of residents with tertiary education can also stimulate the development of higher education institutions and research centres in Pomurje. This can attract and retain young talents, stimulate scientific and research activities, and create an environment for sustainable growth and innovation.

SWOT ANALYSIS

The SWOT analysis can serve as a starting point for creating strategies to improve the development of the Pomurje region. The key is to take advantage of strengths and opportunities, while simultaneously addressing weaknesses and threats with the goal of sustainable and balanced development of the region. Cooperation between the public and private sectors and the local community is key to the effective implementation of strategies and the achievement of long-term goals.

Natural assets:

Pomurje possesses rich agricultural land, enabling the development of agricultural activities and sustainable food production.

Educational progress:

The increase in the number of residents with higher education indicates an improvement in the educational system and an increase in the region's intellectual capital.

Touristic potential:

Natural beauty, thermal waters, and cultural heritage have the potential to attract tourists and stimulate the development of the tourism sector.

Investments in research and development:

Increasing the proportion of R&D investments can foster innovation, technological advancement, and the creation of high-tech jobs.

Entrepreneurial environment:

Encouraging entrepreneurship and creating a favourable business environment can attract new investments and foster the development of local enterprises.

Tourism development: Developing tourism potentials such as thermal spas and cultural attractions can generate new jobs and contribute to the local economy.

Low employment rate:

The decline in employment among residents of Pomurje highlights the need to promote local job opportunities.

Emigration of residents:

The increasing number of people emigrating abroad poses a challenge in retaining educated professionals and creating a stable workforce.

Lower GDP compared to the Slovenian average:

The relatively lower GDP indicates the necessity to diversify the economy and promote growth in key sectors.

Global economic trends:

Global economic challenges can negatively impact the local economy, especially in less developed regions.

Demographic challenges:

Low birth rates and the emigration of young people can lead to an ageing population and a shortage of labour force.

Limited access to investments:

Restricted access to financial resources and investments can limit the development of infrastructure, education, and other key sectors.

THE BIGGEST CHALLENGE OF THE REGION IS THE BRAIN DRAIN

Brain drain is a modern form of migration, which is characterized by the emigration of highly educated individuals to work abroad, most often from less developed to more developed countries. In his work "Brain drain", Adams described the brain drain "as the outflow of human capital from environments where it could have a positive effect on welfare to environments that are already saturated with highly skilled personnel (Adams, 1968, p. 1).

Brain drain models and theories

Researching the phenomenon of brain drain involves several models and theories that shed light on the complexity of this global phenomenon.

a) **Cosmopolitan – Liberalist and National Model:** The cosmopolitan model is used in developed countries that attract educated individuals, leading to economic imbalance. The national model is used by less developed countries to retain local educated people despite possible unfavourable circumstances.

b) **Push-Pull Theory:** This theory identifies factors that either push or pull individuals towards migration. Push factors are economic stagnation, and political persecution, while pull factors encompass employment opportunities and improvement of the living standard.

c) **Mobility Transition Theory:** It is based on the demographic transition and includes five development stages of society, which are tested in seven forms of mobility. This theory reveals when and to what extent migration occurs in societies at different development stages.

d) **Migration Stress Theory:** It focuses on stress as a factor influencing an individual's decision to migrate. Despite criticism that it focuses too much on socio-economic factors, it highlights the impact of environmental stressors on migration decisions.

e) **Economic Theory of Migration:** The microeconomic approach analyzes the costs and benefits of migration for individuals, while the macroeconomic approach investigates the dependence of migration on the economic conditions of the country.

f) **Difference Theory:** Enrique Oteiza criticizes the "push-pull" theory and emphasizes the importance of comparative aspects among countries, which include differences in income, support, political stability and other aspects.

Each model and theory adds its perspective to understanding brain drain, with a holistic approach involving consideration of numerous factors that shape this complex phenomenon.



The European Union (EU) is facing challenges related to demographic changes and disparities among regions. Over the last 50 years, the EU population has increased, but this growth has slowed, particularly due to demographic shifts, an ageing population, and declining birth rates. Additionally, 46 EU regions, representing 16% of the EU population, are grappling with a talent drain, where the working-age population is rapidly decreasing, and the tertiary-educated population is stagnating. Forecasts indicate a decrease in the overall EU population by 2100, which will have implications for the working-age population, territorial disparities, and brain drain.

Furthermore, rural areas are experiencing population decline, with inhabitants being on average older, while young people leave due to a lack of opportunities. Brain drain is linked to the lack of investments, infrastructure, basic services, and job opportunities in less developed areas. The COVID-19 pandemic has further highlighted socio-economic inequalities, especially in regions with poor connectivity.

Collaboration among local and regional authorities, adapting infrastructure, developing knowledge and skills, and creating attractive job opportunities are crucial elements in addressing issues related to brain drain and talent disparities. Supporting the youth, retention strategies, and fostering economic development are necessary to retain a skilled workforce and create sustainable jobs in all EU regions.

THEMATIC CATEGORIES

In the handbook of good practices to prevent brain drain, we have identified and classified five key thematic categories covering a wide range of projects, strategies and innovations. These categories are designed to highlight different aspects and approaches to addressing the challenges associated with the outflow of highly skilled individuals from a particular environment.

When creating the thematic categories, we focused on a wide range of approaches that have proven to be effective in dealing with the problem of brain drain. We are collecting examples of good practices from five key categories:

- 1. Developing an attractive work environment and fostering innovation:** An overview of practices that strive to create work environments that attract talent, foster innovation, and increase the competitiveness of the local economy.
- 2. Education and development of personnel:** Presentation of projects that focus on training and development of personnel to increase employability and adapt the workforce to the needs of modern labour markets.
- 3. Sustainable housing renovation and urban integration:** Exploring sustainable housing renovation practices to create affordable housing and urban integration projects that link services in one place for the comprehensive development of local communities.
- 4. Fostering innovation and helping to adapt to the new business environment:** Overview of projects that promote innovation in the business sector and provide support in adapting to dynamic changes in the business environment.
- 5. Social connectedness and networking in the quadruple helix context:** Highlighting approaches that promote social cohesion and networking between governmental, economic, scientific and social sectors for the comprehensive development of local communities.

1

Developing an attractive work environment and fostering innovation



2

Education and development of personnel



3

Sustainable housing renovation and urban integration



4

Fostering innovation and helping to adapt to the new business environment



Social connectedness and networking in the quadruple helix context

5



Developing an attractive work environment and fostering innovation



This category includes projects aimed at creating work environments that attract and retain talents and promote innovation in companies. It includes the following key aspects:

1. **Creating attractive workspaces:**

- Projects that focus on the design of modern, pleasant and ergonomically adapted workspaces. This includes room arrangements that encourage collaboration, creativity and employee well-being.

2. **Work-life balance programs:**

- Implementing policies and programs that enable employees to achieve balance between work and private life. This may include flexible working hours, the option to work remotely and other measures that improve the quality of employees' life.

3. **Fostering creativity and innovation:**

- Projects that encourage employees' innovation, either through internal idea development or collaboration with external innovators. This may include innovation workshops, interdisciplinary collaboration and similar initiatives.

4. **Diversity and Inclusion:**

- Projects that promote diversity and inclusion in the work environment with an emphasis on equal opportunities for all employees regardless of gender, race or culture.

5. **Digitization of work processes:**

- Introducing digital technologies and tools to improve the efficiency of work processes. This includes the use of digital platforms, artificial intelligence, data analytics and other technological innovations.

6. **Awards and honours for innovation:**

- Establishment of reward systems and acknowledging employees' innovations. This encourages employees to propose new ideas, solutions and improvements and strengthens the innovation culture within the organization.

Education and development of personnel



2

This category covers projects aimed at the comprehensive development of personnel with an emphasis on education, training and the acquisition of new skills. It includes the following key aspects:

1. Innovative educational programs:

- Emphasis on the creation and implementation of innovative educational programs that are adapted to contemporary labour market needs. This includes courses, workshops and training that enable students to acquire practical skills.

2. Cooperation with the industry:

- Projects that establish strong cooperation between educational institutions and local businesses. This enables direct knowledge transfer, a better understanding of the industry needs, and an increase in the employability of graduates.

3. Strengthening international mobility:

- Promoting exchanges of students, teachers and experts at the international level. This enables the broadening of horizons, intercultural exchange of experiences and gaining global perspectives.

4. Advanced digital learning platforms:

- Using digital technologies to improve the learning process. This includes the use of online platforms, e-learning, virtual classrooms and other innovative approaches that enable flexible learning.

5. Sustainable development of personnel:

- Projects that not only provide professional knowledge but also promote the sustainable development of personnel. This means an emphasis on ethical values, social responsibility and sustainable practices.

6. The involvement of the local community:

- Projects involving the local community in educational processes. This creates synergy between educational institutions, businesses and residents, benefiting the entire community.

3

Sustainable housing renovation and urban integration



This category covers projects that focus on sustainable housing renovation and at the same time promote urban integration for comprehensive and sustainable development. It includes the following key aspects:

1. Energy-efficient renovation of apartments:

- Initiatives for the renovation of apartments to improve energy efficiency and create affordable housing. The goal is to promote employment and at the same time reduce energy poverty.

2. Urban integration and economic development:

- Projects that combine various local services in one place contribute to economic development, reduce the impact on the environment and improve the quality of life. The emphasis is on comprehensive urban integration and sustainable development.

3. Management and renovation of abandoned premises:

- Initiatives dealing with the restoration of unused areas preserve green areas and prevent the unnecessary expansion of urban areas. This includes the management and revitalization of abandoned or derelict spaces in the urban environment.

4

Fostering innovation and helping to adapt to the new business environment



This category covers projects and initiatives that foster innovation and support organizations in successfully adapting to the changing business environment. Key elements of this category include:

1. Innovation hubs and business ecosystem:

- Establishing innovation centres and promoting cooperation between companies, startups and academic institutions to create dynamic business ecosystems.

2. Financial support for innovation:

- Offering financial incentives, subsidies or investments for companies and organizations that develop and introduce innovative products, services or processes.

3. Education and training for innovation:

- Education, mentoring and training programs aimed at promoting creativity, innovation and developing key skills for adapting to new challenges.

4. Digital transformation:

- Projects that help companies with digital transformation, including the transition to digital technologies, the introduction of modern business models and the improvement of digital presence.

5. Networking and business connections:

- Events, conferences and networking platforms that enable business entities to connect, exchange ideas and collaborate on innovative projects.

6. Agile business management:

- Introduction of agile methodologies and approaches to business management, which enable faster adaptation to changes and better response to new business opportunities.

5

Social connectedness and networking in the quadruple helix context



The "quadruple helix" concept emphasizes the cooperation between four key stakeholders: government, economy, scientific community and society (including non-governmental organizations and individuals). When we talk about social cohesion and networking in this context, we focus on strengthening the connections and cooperation between these stakeholders. Key points include:

1. **Social inclusion:**

- Fostering the participation of society in decision-making and policy-making processes.
- Development of mechanisms for the incorporation of citizens' opinions, needs and proposals.

2. **Community Networking:**

- Strengthening cooperation between different communities, including local residents, ethnic groups and civil society organizations.
- Establishing platforms for sharing ideas, projects and resources between different communities.

3. **Socially resilient economy:**

- Encouraging businesses to adopt socially responsible practices and engage with local communities.
- Developing economic models that strengthen social cohesion and reduce inequality.

4. **Education and social capital:**

- Development of educational programs that promote social cohesion and cooperation between different sectors.
- Strengthening social capital based on trust, mutual assistance and cooperation.

5. **Culture and identity:**

- Emphasis on preserving and promoting cultural diversity and strengthening local identity.
- Cooperation with artistic and cultural institutions to promote social reflection and dialogue.

6. **Socially innovative projects:**

- Support and promotion of projects that solve social problems and contribute to a better quality of life in the community.
- Development and implementation of solutions that improve social well-being.

World-renowned examples of good practices



01 USA - Silicon Valley:

Silicon Valley is known for its ecosystem of high-tech companies. This region has managed to create a favourable environment for innovation and entrepreneurship, attracting experts from all over the world. Key factors include close cooperation between companies and universities, access to venture capital, support for start-ups, and cultural as well as ethnic diversity.

Germany - Dual education model:

02



Germany is known for its dual education model, which combines formal education with practical experience in companies. This practice has contributed to the training of highly qualified workers who are directly prepared to enter the labour market. This reduces the gap between theory and practice and facilitates a smoother transition of young experts to the labour market.



03 Ireland - Tax incentives for companies:

Ireland has utilized tax incentives for businesses to attract foreign investments and high-tech companies. This has contributed to job creation and the attraction of talented individuals to the country. Tax benefits have been used as a means to stimulate economic growth.

World-renowned examples of good practices



04 Sweden - Flexible work environment:

Sweden is known for its flexible work environment that promotes a work-life balance. This includes shorter working hours, support for parents, and the promotion of remote work opportunities. Such practices attract professionals who value quality of life.

Singapore - Global approach to education: 05

Singapore has focused on developing a highly skilled workforce with a global approach to education. The country has continuously invested in education, research and development and established partnerships with leading global institutions. This has helped create an attractive environment for professionals from different parts of the world.



METHODOLOGY FOR FINDING EXAMPLES OF GOOD PRACTICES

The methodology and guidelines for the set of good practices set the structure and guidelines for a systematic approach to the identification, analysis and selection of successful projects, measures or methodologies.

The main points of the methodology include:

- **Implemented projects, measures and methodologies:** Good practice must represent concrete projects, measures or methodologies with proven effectiveness. This means that they have been implemented or are being implemented in practice.
- **International nature of good practice:** Preference is given to projects, measures or methodologies that have proven themselves outside of Slovenia. The aim is to identify and test new approaches that have already proven effective elsewhere.
- **Focus on stopping the brain drain:** The purpose of good practice must be aimed at preventing the outflow of highly educated staff and encouraging the engagement of educated staff in less developed areas.
- **Applicability and transferability:** Good practice should be applicable and transferable to the home environment, which will serve as a basis for improving support at the end of the project.
- **Analysis of international projects:** It is recommended to review international projects in various programs such as Interreg, Horizon, and Erasmus to gain insight into different approaches and strategies.

TITLE **Go Remote**

DURATION 2020-2023

VALUE €1.168.039



SOURCE OF FUNDING Iceland, Liechtenstein and Norway through the EEA and Norway Grants Fund for Youth Employment

PURPOSE AND OBJECTIVES	The aim of the project is to address two significant impacts of the Covid-19 pandemic on work life - a sharp increase in unemployment, particularly among the youth, and the establishment of remote work as the "new normal." The primary objective is to mitigate the negative effects of unemployment, especially among young people in rural areas and young mothers (aged 25-29), while harnessing the positive aspects of remote work.
USERS AND BENEFITS	The project targets NEET (Not in Education, Employment, or Training) youth in Latvia, Cyprus, Croatia, and Bulgaria. The benefits include: <ul style="list-style-type: none">• Reducing unemployment: Young individuals will have access to specialized remote work training programs, thereby increasing their employment opportunities.• Support for young mothers: The project will enable flexible remote work, allowing young mothers to balance work and family life.• Sustainable employment: Through mentorship programs, young people will more easily enter and sustain remote work, contributing to sustainable employment.
ACHIEVED RESULTS	<ul style="list-style-type: none">• Active learning path: Successful implementation of the "Remote Work Training" program, virtual "job speed-dating" events, and the establishment of a mentoring support network.• Remote work pathway: Introduction and creation of an online platform featuring remote job listings, a database of job seekers with personal profiles, and educational resources about remote work.• Research and planning: In-depth exploration of the needs of young individuals, employers, and the job market, alongside the development of a training plan and events aimed at expediting job searches.
METHOD OF IMPLEMENTATION	<ol style="list-style-type: none">1. Needs assessment: Partners will conduct a thorough investigation into the needs of young individuals, employers, and the labour market in the involved countries.2. Program development: Based on the findings of the research, training programs and events aimed at expediting job searches will be developed.3. Platform implementation: Introduction of an online platform featuring remote job listings, job seekers, and educational resources.4. Mentorship and support: Implementation of mentorship programs to support young individuals in the process of training and remote employment.5. Evaluation and reflection: Monitoring the implementation, analyzing results, and preparing a final report and educational manual for sustainability and further expansion of the project.

TITLE **The Talentcenter of the Styrian Economic Chamber**



DURATION From 2016 onwards

VALUE €3 million



SOURCE OF FUNDING The Talentcenter is funded by the WKO (Chamber of Commerce) Styria.

<p>PURPOSE AND OBJECTIVES</p>	<p>Talentcenter of the Styrian Chamber of Commerce (WKO Steiermark) is a guidance platform that supports young individuals in their schooling and education. It assists young people in choosing the educational program that suits them best and guides them toward their goals.</p> <p>Purpose and objectives: The main purpose is to help young individuals discover their interests, abilities, and skills. The objective is for each individual to leverage their talents and achieve their best.</p>
<p>USERS AND BENEFITS</p>	<p>The project has brought utility by offering optimal support to young individuals in choosing their education and career paths. Benefits were evident in the reduction of high school dropouts among the youth and an increase in the focus and suitability of career choices, which was particularly crucial considering demographic shifts. Utility and benefit: The Talentcenter provides a unique opportunity in Austria for young people to discover their own interests, talents, and potentials. After three successful years and around 18,000 school-aged youth tested, the Talentcenter was named “Best education and training project” by the “International Chamber of Commerce” in Brazil.</p>
<p>ACHIEVED RESULTS</p>	<p>As a result of the project, the Talentcenter WKO Styria was established, featuring 48 stations across four test sectors and interconnected infrastructure. A scientific partnership with the University of Graz led to the development and implementation of innovative tests and a "Report Generator." The outcomes were evident in a better understanding of the professional needs of young individuals and guiding them toward more suitable educational and career decisions. All test results are available to participants for 36 months. The so-called "talent report" also includes suggestions for professions with various educational pathways.</p>
<p>METHOD OF IMPLEMENTATION</p>	<p>The project was carried out in cooperation between WKO Styria and Karl-Franzens University in Graz. The setting up of the Talent Center included an investment of three million euros, which enabled the construction of infrastructure and the establishment of cooperation with the university. Tests and research were carried out at 48 stations available to young people. The scientific approach and the use of innovative tools such as the "Report generator" enabled the systematic monitoring and improvement of processes in the direction of optimal support for young people in choosing a career path.</p> <p>How to do it: The process takes place in three steps: application, pre-assessment and testing & talent report. Testing takes place in the Talent Center and lasts about four and a half hours.</p>

TITLE	"Ju & Me - The Youth Mentoring Program (Mentors/Mentees - Pilot Project) in the LEADER Regions of Wesermünde-Süd and Leipziger Muldenland."	 
DURATION	2019–2020	
VALUE	€50.000 per region	
SOURCE OF FUNDING	The project, funded within the LEADER program, took place in two German LEADER regions.	

PURPOSE AND OBJECTIVES	<p>The project aims to promote the sustainable development of the region through the active involvement of young people. The main goal is to strengthen the role of young people in society and improve their self-efficacy, political skills and readiness to assume responsibility in the community. Specific objectives include:</p> <ul style="list-style-type: none"> • Involvement of young people in decision-making • Education and strengthening of competencies • Connecting across generations • Sustainable development of the region • Development of an implementation structure • Documentation and exchange of experience • Assessment and next steps
USERS AND BENEFITS	<p>The main actors involved are local youth aged 14-25 on the one hand and local political leaders, local administrators and business managers on the other. The approach is based on reverse mentoring - a method that shifts the usual learning perspective and trains young people to become mentors of local adult leaders. Mentoring means a mutual relationship with the qualification and learning effects of mentees and mentors.</p>
ACHIEVED RESULTS	<ul style="list-style-type: none"> • The project contributes to the regional management of demographic challenges by involving young people in local planning, development and decision-making processes and by motivating them to participate. • Young people were able to convey their views to decision-makers, evaluate and give their contribution to regional development projects. 11 tandems were created between local leaders and young people.
METHOD OF IMPLEMENTATION	<ol style="list-style-type: none"> 1. Actor and market analysis: Identification of key players and verification of existing projects in the market. 2. Recruiting young people: Motivating and recruiting young people to participate in the project. 3. Acquiring mentees: Acquiring managers to advise young people and bring project ideas. 4. Educational module: Training young people and informing leaders, analysis of expectations and wishes. 5. Introductory event: Presentation of the process, participation in small groups, formation of mentoring pairs. 6. Youth training: Two-day youth training to prepare for their role. 7. Matching and formation of counselling pairs: Formation of mentoring pairs during training. 8. Consultation phase: Support programs for mentees, coaching for mentors. 9. Closing event: Presentation of milestones from consulting situations. 10. Film documentation: Filming for documentation and sharing of experiences.

TITLE**Youth in Łódź****DURATION**

From 2010 onwards

VALUE

4.161.036 PLN (cca. €966.000)

SOURCE OF FUNDING Municipality of Łódź (Poland)

PURPOSE AND OBJECTIVES	<p>The program promotes the retention of young graduates in Lodz and their career development. It offers scholarships, online resume writing and job networking resources, free courses and company study visits. It also organizes business plan competitions, which have led to the creation of 48 companies. The program achieved high visibility, established cooperation between education and employers, and contributed to the understanding of the relationship between young people and the city.</p>
USERS AND BENEFITS	<ul style="list-style-type: none"> • STUDENTS AND GRADUATES OF THE UNIVERSITY in Lodz (Łódź), Poland. The program brings many benefits to students, including scholarships, the opportunity to gain professional experience, free training and seminars, and discounts on products and services offered by program partners. Benefits include financial support, improved employment opportunities, the acquisition of additional skills and access to benefits and events. • COMPANIES: get highly qualified personnel • The project appeals to different target groups who can participate - the local creative community and young people, as well as tourists, artists and freelancers.
ACHIEVED RESULTS	<p>The program successfully supported 407 students with scholarships totaling approximately PLN 4,161,036. The portal for apprenticeships and traineeships enabled the employment of more than 2,170 trainees in almost 630 companies in Lodz. More than 640 trainings and webinars were organized, attended by almost 9,500 people. More than 2,100 students have taken advantage of company visits to explore employment opportunities, and students also have access to discounts from more than 250 program partners.</p>
METHOD OF IMPLEMENTATION	<p>The "Youth in Łódź" program offers support to students and graduates with various options:</p> <ol style="list-style-type: none"> a) Scholarships: Employers finance scholarships in specific fields of study. Scholarship committees select recipients from among students and co-finance accommodation in student dormitories and language and IT courses. b) Internship: The online portal enables students and graduates to apply for internships published by employers. After completing the internship, more than 75% of the trainees receive a job offer from the employer. c) Free trainings: Access to free trainings and seminars for students and graduates of universities in Lodz organized by the Youth in Łódź program. Trainings are open for 12 months after graduation. d) Discounts: Students can use a discount card that allows discounts on the products and services of program partners, and they can obtain it via a mobile application or in the form of a plastic card. e) Events: The program organizes a variety of events for students and graduates that provide opportunities for education, entertainment and networking.

TITLE**YES - Youth Entrepreneurship Support****DURATION**

01.03.2019 – 31.12.2020

VALUE

€293.504,50

SOURCE OF FUNDING

Interreg Romania-Hungary



PURPOSE AND OBJECTIVES	<p>The Youth Entrepreneurship Support - YES project aims to increase the level of employment in the Romanian-Hungarian border area by focusing on self-employment support.</p> <p>YES is designed to achieve four main objectives:</p> <ol style="list-style-type: none"> 1. Training young people to acquire entrepreneurial skills. 2. Providing opportunities for practical application of newly acquired knowledge in a real business environment. 3. Offering mentorship from local entrepreneurs. 4. Encouraging networking among young people to help them exchange ideas, foster innovation and develop their entrepreneurial skills.
USERS AND BENEFITS	<p>The project is intended for the following target groups:</p> <ol style="list-style-type: none"> 1. Students in the last two years of secondary school who are approaching the end of schooling and entering the labour market. The project is designed to help them acquire the entrepreneurial skills and knowledge they will need when transitioning into the world of work. 2. Teachers who will be able to help maintain and continue the implementation of innovative approaches after the end of the project. The project supports them in training so that they can continue to support students in developing entrepreneurial skills. 3. Educational institutions through their students and teachers who can implement the project as a potential good practice. The cooperation of educational institutions enables the dissemination of the initiative and enables the project to be used as an example of good practice for other schools and teachers.
ACHIEVED RESULTS	<p>More than 800 young people participated in the online competency test, and 80 students joined the bootcamps.</p>
METHOD OF IMPLEMENTATION	<p>The project is aimed at promoting entrepreneurship among young people with an emphasis on adapting educational opportunities to their needs. Several activities were carried out to achieve this goal:</p> <ol style="list-style-type: none"> 1. Core analysis and tool development: Conducted a thorough review of the core challenge of entrepreneurship, identified causes and solutions, and created educational tools such as an online competency test, a learning platform, field training, and a teacher's guide, using innovative teaching techniques. 2. Test phase with e-learning: They conducted a test of the e-learning course, training events and online bootcamps on both sides of the border and prepared guidelines for future initiatives and policy proposals. <p>The project offers the following options:</p> <ol style="list-style-type: none"> 1. Competency Test: Allows students to assess their entrepreneurial skills and identify potential areas for improvement. 2. Online Course: An interactive online course covering the process of starting a business and using the Canvas business model. 3. Bootcamps: Intensive workshops where students develop their skills by working together to develop a business plan, which they then present in a competition. The workshops include practical tasks for applying knowledge in real business situations.

TITLE

From Education to Employment (E2E)



DURATION

2016-2023

SOURCE OF FUNDING

Swiss Agency for Development and Cooperation

VALUE

€30.7 million; with the Swiss government contributing €16.9 million and the Serbian government €13.8 million

<p>PURPOSE AND OBJECTIVES</p>	<p>The basic purpose of the E2E program is to create better conditions for faster employment of young people in Serbia. The aim of the program is to improve the match between demand and supply in the labor market through the modernization of youth employment policies and the development of skilled young workers through on-the-job learning programs. The program aims to create decent employment and career opportunities for young people in Serbia.</p>
<p>USERS AND BENEFITS</p>	<p>The users of the E2E program are young men and women in Serbia. The benefits they have include:</p> <ol style="list-style-type: none"> 1. Better employment opportunities: The program creates employment opportunities for young individuals by providing them with the relevant skills and knowledge that employers are looking for. 2. Career development: Young people benefit from the program in developing their careers, as they acquire the necessary competences to succeed in the labor market. 3. Skills Development: The program helps young people acquire specific skills that are key to their chosen career fields. 4. Reducing unemployment: E2E contributes to reducing youth unemployment by facilitating the transition of young people to the labor market. 5. Youth Empowerment: The goal of the program is to empower young individuals, help them enter the labor market and encourage their independence and success.
<p>ACHIEVED RESULTS</p>	<ol style="list-style-type: none"> 1. Trained youth: The program successfully trained 1,600 young individuals, improved their skills and knowledge, and thus increased employment opportunities. 2. Companies involved: Cooperation with 250 companies has led to beneficial partnerships that have contributed to employment and labor market growth. 3. Employment success: 77% of the program's trainees were successfully employed, reflecting the program's effectiveness in linking education and employment. 4. Recipients of career guidance: The program provided career guidance to 29,057 individuals, supported them in making decisions about career paths and provided information about employment opportunities. 5. Educational programs: 125 educational programs have been developed that enable young people to acquire the necessary skills and competences for their desired professional fields.
<p>METHOD OF IMPLEMENTATION</p>	<p>The E2E program in Serbia implements training for employment in cooperation with various partners at the national and local levels. It established a network of partner organizations in several cities, adapted the Swiss labour market management system to the Serbian context, and focuses on developing the skills that companies are actually looking for in young people. Cooperation takes place in pilot communities such as Kruševac, Kragujevac, Knjaževac, Novi Pazar, Pirot, Niš, Požega and Šabac. The program also encourages the improvement of employment and education policies, collaborating with governmental institutions. Furthermore, it explores necessary changes in the legislative framework of the Republic of Serbia for the effective functioning of the system at the national level. The program concentrates on developing on-the-job training programs, thereby empowering local partners and developing services for young people in line with the dual education system.</p>

TITLE **Mildenhall Hub**

DURATION 2013 – 2021

VALUE Multi-million pound project



SOURCE OF FUNDING Substantial government support, local organizational, and individual contributions.

PURPOSE AND OBJECTIVES	<p>The Mildenhall Hub is a comprehensive centre that brings together different local services in one place, including a school, leisure centre, children’s centre, library, job centre and Citizens Advice centre. Opened in May 2021, the centre reduces its environmental impact by utilizing renewable sources such as solar panels, energy storage batteries, and heat pumps. Additionally, it is well-connected to its surroundings for cyclists and pedestrians, featuring numerous electric vehicle charging points, contributing to the reduction of local carbon emissions and transportation needs.</p>
USERS AND BENEFITS	<p>The usefulness of the Mildenhall Hub is multifaceted as it serves as a centralized hub for a variety of services, providing easy access to basic needs for residents. Users include:</p> <ol style="list-style-type: none"> School community: Home to the school, which gives students and teachers access to modern classrooms and improves the overall learning environment. Recreation centre: Provides space for recreation and sports activities, which contributes to the physical health of residents. Children's centre: Dedicated to the needs of children, which includes various activities and services for children. Library: Offers public access to information and enables the cultural enrichment of residents. Jobcentre and Citizens Advice centre: Assists in job search, benefiting the unemployed and those seeking career counselling. Office premises for public services (NHS, Police, Suffolk County Council and West Suffolk Council): Facilitates easier access to these public services for residents. <p>The usefulness of the Mildenhall Hub comes from the fact that it brings together a variety of key services in one place, improving the quality of life and the efficiency of access to these services for the local community.</p>
ACHIEVED RESULTS	<p>The results of the Mildenhall Hub project have had a positive impact on several aspects:</p> <p>For West Suffolk Council:</p> <ol style="list-style-type: none"> It fulfils commitments regarding climate change and reducing CO2 emissions with low-carbon heating and electricity, including solar PV which generated 35,740 kWh in May 2022. Investment in renewable energy sources will be recovered, with savings on energy bills. <p>For partners:</p> <ol style="list-style-type: none"> Reduces carbon footprint through use of low carbon heating and electricity sources Saves money and gives partners cost certainty on utility bills <p>For the community:</p> <ol style="list-style-type: none"> Offers centralized, easily accessible, and modern services in one place.
METHOD OF IMPLEMENTATION	<p>This multi-million pound project took over four years to complete and required significant government support, local organisational and individual contributions to delivery. Funding came from as match and in-kind from all the organisations involved and was led by West Suffolk Council officers.</p>

TITLE**The "Rehabita" program for the renovation of rental apartments****DURATION**

2013–2021

VALUE

€635.851

SOURCE OF FUNDING

Substantial government support, local organizational and individual contributions

PURPOSE AND OBJECTIVES	REHABITA consists of the transfer of ownership of a dwelling to the Junta de Extremadura for a period in exchange for the Autonomous Administration to renovate it and rent it. The objectives of this pilot, with an initial budget of 635,851€ to renovate houses in the municipalities of Olivenza, Madroñera, Garrovillas, Alconchel, Casar de Cáceres, and Guareña, are to increase the supply of affordable rental with the recovery of empty houses, improve urban environments, and carry out energy efficient rehabilitation.
USERS AND BENEFITS	Users are owners of empty houses in six municipalities, which will transfer ownership to URVIPEXSA. Benefits include renovating empty housing, improving the urban environment, combating energy poverty, employment and contributing to economic recovery after COVID-19.
ACHIEVED RESULTS	The project was introduced in nine municipalities and received 29 proposals, 20 of which were rejected.
METHOD OF IMPLEMENTATION	Owners of empty houses transfer ownership to URVIPEXSA, which then carries out renovations with an emphasis on energy efficiency. In return, they will use the apartments during the agreed period of time and take care of taxes, subsidies for renovation, insurance and maintenance. The project, if successful, is expected to be rolled out across the region, showing the potential to learn and transfer similar approaches to managing crises such as COVID-19.

TITLE**Reggio HUB****DURATION**

2013–2021

**SOURCE OF FUNDING AND VALUE**

The experimental phase received funding of €30,000 from the European platform Social Challenges. Subsequently, the municipality invested €20,000 in 2019 and €12,000 in 2020. In 2021, Unindustria contributed €10,000 for the project's renovation post-COVID-19, while the municipality invested an additional €10,000.

PURPOSE AND OBJECTIVES	<p>Reggio HUB is a project promoted by the Municipality of Reggio Emilia, realized by POPWave with the support of Reggiane Innovation Park and, in collaboration with the University of Modena and Reggio Emilia, and Unindustria Reggio Emilia. The project targets companies in Reggio Emilia and young people in the world looking for professionalizing experiences; the specific goal is to attract and retain skills and creative talents in Reggio Emilia, enhancing the local innovation system.</p>
USERS AND BENEFITS	<p>The users are companies in Reggio Emilia and young people from all over the world who are looking for professional experience. The benefits of the project include improving the attractiveness of the socio-economic environment in Reggio Emilia, meeting the needs of the local economy by attracting highly qualified profiles of students and professionals from different countries. Despite the specific territorial characteristics related to the socio-economic context of Reggio Emilia, aspects that could potentially be replicated in other European countries are related to the design and management of a digital tool to support the attraction of talent and the establishment of a strategy that involves different actors in improving the territorial system resistance to shocks.</p>
ACHIEVED RESULTS	<p>Until February 2020:</p> <ul style="list-style-type: none"> • Website visitors: 2.000/month (6 months) • Applications: 322 (6 months) • Number of companies involved: 15 • Incoming students: 3 • Incoming students suspended due to Covid: 2
METHOD OF IMPLEMENTATION	<p>It is an integrated information system to ensure direct contact between demand and supply of highly qualified and high-quality work. The general objective of the project is to increase the attractiveness of the socio-economic context of Reggio Emilia and respond to the needs of the local business fabric by recruiting highly qualified profiles (students and professionals) from different countries.</p> <p>With digital marketing strategies and tools, it collects and makes available job offers presented by local companies (15 companies have already joined the project, including Kohler, Smeg, Max Mara, Credem). The Reggio Hub team monitors companies' needs for specific skills and profiles, intercepts and communicates with potentially interested young foreign students or professionals. In addition, according to the "City Brand Management" model, it promotes the economic, cultural and social system of Reggio and its excellence.</p>

TITLE Project "I'M GOING TO WORK!"



DURATION 1. 7. 2016 - 15. 9. 2018

VALUE €199.577,40

SOURCE OF FUNDING The operation is co-funded by the Republic of Slovenia and the European Union through the European Social Fund (www.eu-skladi.si).

PURPOSE AND OBJECTIVES	<p>Project "I'm going to work!" strives to sustainably integrate young people into the labour market, especially those without employment or education. The operation emphasizes equal integration of migrants, use of youth methods, leadership by young people, activation of unemployed youth, awareness of the importance of acquiring competencies, empowerment of youth organizations, transfer of good practices to the Pomurje region, positive consequences after the implementation, connecting with local companies, presentation of lesser-known professions and innovative promotion.</p>
USERS AND BENEFITS	<p>Project I'm going to work! enables young people between the ages of 15 and 29 to undergo various trainings to strengthen their skills and competences, thereby increasing their employment opportunities. Within activities such as "Library of knowledge", "Bank of connections" and "Developing young dreams", the project connects unemployed young people, migrants, ethnic minorities, high school students and students with employers. It is carried out in Maribor and Lendava and is based on youth work, the integration of the Podravje and Pomurje regions and the empowerment of youth organizations. Participants gain knowledge through project and youth work and have the opportunity to apply for tenders to improve employability. The project includes financial and mentoring support and is implemented by the Youth Cultural Center Maribor.</p>
ACHIEVED RESULTS	<p>A total of 248 young individuals participated (18 in 2016, 141 in 2017, 89 in 2018), resulting in 21 sustainable employments for young people, including two migrants.</p>
METHOD OF IMPLEMENTATION	<ol style="list-style-type: none">1. Public call:<ul style="list-style-type: none">• A call to young people for personal and professional development.• It is also aimed at those who want to gain confidence to enter the labour market with their ideas.2. Inclusion in the "Bank of connections" and the "Library of knowledge":<ul style="list-style-type: none">• Training in youth and project work.• Participants learn about the procedures for developing ideas, including preparation for tenders.• Emphasis on promoting the development of ideas for greater employability.3. Evaluation and selection of projects:<ul style="list-style-type: none">• Evaluation of ideas and selection of 6 projects.• Projects are linked to local organizations that provide mentoring support.• Positive response of young people, readiness for a further career.

TITLE **YOUTH MENTORSHIP**
(2nd public invitation)

DURATION 1. 1. 2015 - 31. 12. 2015

VALUE €1.436.400,00



SOURCE OF FUNDING Partial funding is provided by the European Union from the European Social Fund under the Operational Programme for Human Resources Development for the period 2007–2013.

PURPOSE AND OBJECTIVES	<p>The public invitation encourages the transfer of knowledge to young people, increases their competitiveness and employability, and enables employers to receive subsidies for the employment of young people up to 30 years of age. The program includes 160 mentors, 127 mentors in training, and 228 young job seekers, with the goal of maintaining at least 30% employment after the end of mentoring.</p>
USERS AND BENEFITS	<p>For most of the newly employed persons, this was their first job, and the mentor's support is very valuable. Within six to twelve months, the mentors handed over the unwritten rules of the game to the young people, which made it easier for them to integrate into the organization, making it easier for them to make contacts and do their work.</p>
ACHIEVED RESULTS	<p>Within the program, 371 mentors from unskilled employers were trained in 27 three-day workshops. The program recorded the employment of 464 young individuals, out of which 171 (83%) retained their jobs after the conclusion of mentorship from the 1st public call. Results for the 2nd public call were published in January 2016. Additionally, three workshops for selected mentors and mentees and four workshops to raise awareness among employers about the importance of mentorship were conducted. Eligible costs included mentor payments, subsidies for employing young individuals, costs for pre-employment medical check-ups, and free participation in mentor training.</p>
METHOD OF IMPLEMENTATION	<p>The subject of this public invitation is the co-financing of mentoring costs for a newly employed young person who is up to 30 years old and will be employed with the help of a full-time subsidy for a period of 12 months. The key requirements for a mentor were at least secondary vocational education and at least 10 years of work experience in the same or similar position for which the newly hired person will be trained.</p>

TITLE

PUBLIC TENDER FOR THE ALLOCATION OF SCHOLARSHIPS FOR DEFICIENT PROFESSIONS



DURATION

2020-2024

VALUE

€1,23 mio per year; in year 2023: €3.675.000,00; monthly scholarship: €107,42

SOURCE OF FUNDING

The Government of the Republic of Slovenia has adopted a scholarship policy for a period of five years, in which it has defined, among other things, the objectives of scholarships for deficit professions.

PURPOSE & OBJECTIVES	Deficit scholarships encourage young people to choose education paths for professions that are in demand in the labour market and are prospective for economic development. The goal is to meet the demand of employers for a qualified workforce, encourage enrollment in key educational fields to increase employment opportunities, and simultaneously promote vocational and professional education.
USERS AND BENEFITS	<p>The scholarship for deficit professions is financial aid to school pupils and students studying at the levels and fields defined in the Scholarship Policy. In the field of bilingual secondary education, scholarships are available for the following educational programs:</p> <ul style="list-style-type: none"> • vocational technical education: economic technician, • secondary vocational education: mechatronics operator, • secondary professional education: mechanical technician, chemical technician.
ACHIEVED RESULTS	The possibility of obtaining scholarships in deficit professions motivates students to enrol in those educational programs for which they are announced in a certain school year. Also, in this way, with the completion of the education, the appropriate staff is ensured on the labour market according to the demand of companies in the local and wider environment.
METHOD OF IMPLEMENTATION	<p>IMPLEMENTATION OF SCHOLARSHIPS FOR DEFICIT PROFESSIONS:</p> <p>1. ELIGIBILITY CRITERIA:</p> <ul style="list-style-type: none"> • Citizen of the Republic of Slovenia with residency in the country or an appropriately defined status. • First-time enrollment in the 1st year of vocational, professional, or vocational-technical education. • First-time enrollment in the educational program for which the right to a scholarship is claimed. • Not employed, engaged in registered activities, unemployed, or in a managerial position. • Not receiving personnel scholarships. • Pursuing a higher level of education than previously obtained. <p>2. SELECTION PROCESS:</p> <ul style="list-style-type: none"> • Candidate selection is based on the average grade in the final year of primary school or lower vocational school. • Applications are submitted to the Public Scholarship, Development, Disability, and Maintenance Fund of the Republic of Slovenia or through the “Moja eUprava” portal. <p>3. OTHER INFORMATION:</p> <ul style="list-style-type: none"> • Receiving the scholarship does not affect child benefits or the amount of income tax. • A student can receive both the state scholarship and the scholarship for deficit professions simultaneously. • In the event of repeating a year or not meeting promotion conditions, the scholarship relationship can be suspended for up to one year.

TITLE

**Scholarship in company Lek
Pharmaceuticals d.d.**

**DURATION**

2023/2024

VALUE

35 scholarships/year

For students: 25% of the net minimum wage in Slovenia

SOURCE OF FUNDING Company Lek Pharmaceuticals d.d.

PURPOSE AND OBJECTIVES	<p>In Lek, motivated and knowledge-seeking high school students and university students are offered the opportunity to professionally and personally develop alongside them and realize their career ambitions. Additionally, this ensures that future high school students or students become part of a global company, where, apart from learning and gaining valuable work experience, they can fully unleash their talents and creativity.</p>
USERS AND BENEFITS	<p>Employee scholarships are intended for students of the following educational fields: mechanical engineering, chemistry, mechatronics, computer science, pharmacy and biotechnology.</p> <p>The great advantage of company-sponsored scholarships is that they guarantee an immediate first job after finishing school. Since it is a matter of connecting young people and employers, companies thereby ensure the development of suitable personnel and encourage the development of their own path. It is the same for students or scholarship holders who, after completing their education, are guaranteed employment with a company of their choice.</p>
ACHIEVED RESULTS	<p>To acquire an employee scholarship motivates students to enroll in school's educational programs for which the company has announced such scholarships. These include programs such as Chemical Engineering, Mechanical Engineering, and Mechatronics Operator or Mechatronics Technician-PTI.</p> <p>Upon completion of their education, the scholarship recipient is guaranteed employment within the local area. This arrangement ensures that the company secures a professionally skilled workforce.</p>
METHOD OF IMPLEMENTATION	<p>METHOD OF IMPLEMENTING THE SCHOLARSHIP:</p> <p>ELIGIBILITY CRITERIA:</p> <ul style="list-style-type: none"> • High school student or university student status. • Application submitted on the company's website. <p>SELECTION PROCEDURE:</p> <ul style="list-style-type: none"> • Candidates apply via the online form. • This is followed by an individual interview with the heads of the units who select the scholarship recipients. <p>RESPONSIBILITIES OF THE SCHOLARSHIP RECIPIENT:</p> <ul style="list-style-type: none"> • Undergo a preliminary medical examination before signing the contract. • To remain employed for twice the period of receiving the scholarship. • Do an internship with a scholarship holder for a co-financed school/study year (at least 160 hours). • Repay a proportional part of the scholarship in case of resignation before the end of the period. • Free from obligations if the scholarship provider does not offer employment within 60 days after completing the education or in case of permanent inability to study or work.

TITLE **Implementing innovative learning environments**

DURATION 2017–2019

VALUE €19.105

SOURCE OF FUNDING Erasmus+



PURPOSE AND OBJECTIVES	<p>The project aims to achieve its goals through innovative approaches in education. Key measures include introducing an elective subject focused on project work with a research approach, an internal system for homework assignments based on problem-solving for student groups, and updating knowledge catalogs in mathematics and foreign languages for preschool education. Expanding extracurricular activities, international cooperation, and organizing innovative events for children are additional steps towards the development and promotion of a modern learning environment. Through these activities, the project encourages the connection between formal and informal education, interdisciplinary cooperation, and the establishment of more flexible transitions between the school environment and the wider community.</p>
USERS AND BENEFITS	<p>The users of the project are teachers and school management from various professional assets and all generations of teachers. The benefits of the project include the implementation of innovative learning environments in the curriculum, the creation of new projects and the acquisition of modern practices and experiences. The project promotes experiential learning, expands the school's social network and strengthens the desire for cooperation and learning among teachers.</p>
ACHIEVED RESULTS	<p>Project collaborations at Grammar School Celje-Center brought positive results and permanent changes in the school environment. The introduction of innovative teaching approaches such as outdoor classrooms, open learning environments, experiential learning and a new elective has strengthened the school climate. Participation in international projects strengthened the values of joint work, acceptance of new practices and intercultural and intergenerational dialogue. The school strengthened its reputation and the motivation of students, parents and employees. The project brought confirmation of the school's success both at home and abroad, as well as an incentive for further innovation. The results of the project have become an indispensable part of everyday school life and are shared as examples of good practices in international projects. Project collaborations at the school are aimed at supplementing existing content, maintaining the achieved results and promoting an active and participative attitude of young people towards life and learning. The school has entered into strategic partnerships focusing on secondary school entrepreneurship, early years science and maths literacy and cross-school collaboration on the topic of motivation.</p>
METHOD OF IMPLEMENTATION	<p>By participating in seminars and meetings in Hungary, Finland, Portugal, Germany and Spain, they researched good practices and took care of their implementation in the educational environment. They also actively participated in the preparation of strategic plans in the field of innovative learning environments and international activities. In the long term, the project for the school means self-confident teachers and students who will create within flexible learning environments and guide processes according to the needs of time and space</p>

TITLE **SLAVIT project**

DURATION 2017–2019

VALUE 25.140,00 €

SOURCE OF FUNDING Erasmus+



PURPOSE AND OBJECTIVES	<p>The purpose of the project is to develop a flexible learning environment that will improve the understanding of science knowledge and enrich the Slovenian language in the international minority. It focuses on students and teachers, aiming to deepen students' knowledge of science with an emphasis on cross-curricular understanding, active forms of learning and teamwork. The project encourages critical thinking in the context of sustainable development, connects nature, society and the economy and promotes a responsible attitude towards nature and sustainable development. It enables teachers to acquire new methods and approaches through active participation in exchanges, where they learn about different school training grounds, research work in ecosystems and sustainable development of the landscape.</p>
USERS AND BENEFITS	<p>The project is aimed at students who will strengthen their language competence, including the ability to communicate in Slovenian, Italian, German and English. This will be very valuable for members of the national minority, as they will develop communication skills in several languages, which will bring them many benefits in the international environment.</p>
ACHIEVED RESULTS	<ol style="list-style-type: none">1. Three two-week learning activities were carried out for 12 students and teachers, focusing on project-based and research work in natural sciences.2. A practical guide for integrating interdisciplinary approaches into teaching natural sciences in high school programs.3. A dictionary of scientific terms in four languages (Slovenian, German, Italian, English).4. Individual folders of learning achievements. The project will contribute to improving students' scientific and language competencies, maintaining connections between Slovenian national minorities and the home country, and enhancing teaching with a greater emphasis on natural sciences and active teaching methods."
METHOD OF IMPLEMENTATION	<p>The project strengthened the sense of cultural similarity and diversity in the Slovenian language area among the employees. The teachers developed new cross-curricular science workshops, used learning polygons at BC Naklo and its surroundings, and incorporated the acquired experience into the organization of project days. Mobility enabled the active participation of visiting teachers, not just as observers. Cooperation and cross-curricular teaching at the school were strengthened, the teachers of the included classes also participated.</p>








TITLE	FJELLTRAINEE program (Norway)
DURATION	From 2010 onwards
VALUE	n/a; salary for the trainee is 100% covered by the local employers
SOURCE OF FUNDING	SIVA, a Norwegian governmental enterprise (trainee program), Trøndelag County Council (after program) & partially private-public partnership of the “business garden”



PURPOSE AND OBJECTIVES	<p>The purpose of the Fjelltrainee program (in line with other comparable trainee programs in the county and country) has two levels of ambition:</p> <p>First, it aims at attracting qualified work force to the rural region of Røros. Through matching local businesses with young people with relevant higher education, the hope is that innovative approaches taught at higher education institutions can inspire innovations in the receiving firms. On the second level of ambition, the hope is that these young trainees may stay in the region after the internship and in this way participate in the needed renewal of the workforce.</p>
USERS AND BENEFITS	<p>The measure has two users: The local employers benefit from getting access to an additional pool of well educated potential employees. The trainees themselves are able to try out both rural living and working for relevant employers, which provides them with the kind of job experience useful in their later career.</p>
ACHIEVED RESULTS	<p>Since its inception in the early 2010s, Fjelltrainee has recruited 43 persons. There is evidence that many fjelltrainees have stayed with their original employers – some are even working in leading positions today - and that even more still live in the region. The EU project TeRRItoria, which conducted interviews with more than 30 students, trainees, university teachers, local politicians, and other stakeholders in Norway, and which had Trøndelag County Council and Røroshagen as two of its partners, identified trainee programs as one of the most effective measure against braindrain from rural to urban regions in Norway. In TeRRItoria, the positive impact in terms of innovation and renewal of workforce were confirmed, but the research also revealed shortcomings. This led to a situation in which trainees did not always have access to the kind of relevant knowledge which could lead to innovations in the employing firm.</p>
METHOD OF IMPLEMENTATION	<p>Fjelltrainee at their core are first exercises in recruiting and then in match-making. Employers from Røroshagen use digital tools, in the form of social media and a dedicated website, and they visit job fairs at the most relevant higher education institutions to recruit trainees. Recruitment of employers in the region is done through personal contacts or dedicated meetings by asking possible employers if they may be interested. The matching stage, then, depends on in-depth knowledge about both the trainee and the employer. In implementing the internship, the contractual arrangement is between the employer and the trainee. Despite this, Røroshagen still remains involved by offering the trainees a contact point for everyday concerns, meeting places with previous trainees (who have remained in the region), with other trainees and with locals. These activities aim to ensure that the trainees thrive in their new life in the region, making it more likely that the trainee experiences the region as positive and can imagine settling there after the trainee period.</p>

Project partners



 <p>Pomurje TECHNOLOGY PARK</p>	<p>Pomurje Technology Park (Project Promoter)</p>
	<p>Norwegian University of Science and Technology; Faculty of Humanities</p>
	<p>University of Maribor - Faculty of Mechanical Engineering</p>
	<p>School of Economics Murska Sobota</p>
	<p>Bilingual Secondary School Lendava</p>
	<p>Biotechnological School Rakičan</p>
	<p>Secondary School for Catering and Tourism Radenci</p>

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