



PADIMA

Policies Against Depopulation In Mountain Areas



Good Practices on Education and Training

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PADIMA seminar on Education and Training 24 November, Torino, Italy

Background document for speakers and participants

The PADIMA project

PADIMA is a project of exchange of best practice in fighting depopulation in mountain areas. 8 partners from 5 European countries are engaged in a 3-year collaboration and will produce policy guidelines on successful methods to attract new inhabitants to mountain areas.

In order to be able to satisfy inhabitants' needs and to attract new population, mountain regions need to be able to provide them with good living conditions. The population needs to find diverse employment opportunities, to be offered public services, education and training facilities of good quality. Regions must also be able to communicate about themselves in order to be known by people who could be interested in moving there.

Building on this analysis the project partnership has decided to focus its work on three aspects:

- education and training;
- territorial marketing;
- economic diversification.

These three themes will be addressed successively during the course of the project which started in January 2010 and will end in December 2012.

Activities, objectives and timing of the project are presented at length in the project brochure and on the project website www.padima.org

PADIMA's work on education and training

Education and training is the first of the themes to be tackled by the PADIMA project.

In this part of the project PADIMA partners carried out a survey to collect data on the overall situation of the study areas regarding depopulation, conducted an analysis of Strengths, Weaknesses, Opportunities and Threats regarding the education and training offer in mountain areas, and exchanged on instruments and initiatives they

have implemented and that lead to a better access of mountain populations to education and training facilities, from school (important for families who want to settle in mountain areas) to universities, also considering specialised training centers and life-long learning. **We looked at quality, diversity and also at relevance of this offer to current and future needs of the local economy.** Our aim there is to search for and develop practices that help development of entrepreneurship, innovative skills and qualified employment (targeted courses, universities).

The seminar is the next and very important step in the implementation of this part of the project. After the seminar, results of the discussions will be compiled and associated to the material assembled throughout 2010 in a good practice and policy recommendations guide on education and training in mountain areas. This document will be available on-line on PADIMA website. A digest of results and recommendations will be made available through a newsletter that will be widely disseminated.

The results will then of course be presented in the final conference of the project in Brussels in June 2012, together with the results of the other themes assembled in an integrated approach.

Objectives and content of the seminar

The objectives of the seminar are to:

1. **offer a framework** on how to address depopulation and repopulation issues in mountain areas starting with the issue of education and training,
2. **deepen the exchange** of views on how to improve the attractiveness of mountain regions via better provision of education and training facilities,
3. **enrich the final outputs** of the project with the thoughts of the participants,
4. **enhance the adoption of successful policies against depopulation** by improving participants' awareness of potentially successful practices.

In order to achieve this goal, the seminar will:

- **communicate the results** of the work carried out so far on education and training on analysis of study areas, on good practices collected and on first policy recommendations;
- **underline possible solutions** against depopulation to be applied in different territorial policies starting from education and training initiatives;
- **put in evidence the opportunities and difficulties** that characterized these initiatives of education and

- training sector in mountain territories as well as their result;
- **provide a time and place for discussion** of the relevance of these findings.

We will seek feedback of participants especially on the good practices that have been identified by project partners. This will be started in plenary session and widely deepened during the dedicated parallel workshops in the afternoon. The assessment by participants of the relevance and transferability of these practices will guide the elaboration of the policy recommendations that will be done in the first semester 2011.

To structure our reflection and analysis, we think useful to address the issue of education and training differently depending on the condition of the population in mountain areas that we want to train or educate. We notably think interesting to distinguish:

- a) permanent inhabitants (living already in the area)
- b) new inhabitants (likely to move into the region).

In this context we should individualise initiatives, policies and policy instruments oriented to the permanent population and to the new inhabitants.

In the first case, as regards the existing inhabitants, initiatives are often turned to maintain territorial services in the mountain territories with a sectorial approach; in the second case initiatives are organized with the objective to integrate the new inhabitants in the mountain community, their new homes, so there is a more comprehensive approach that tries to put together different aspects (accommodation, work, education opportunities...).

In this way, we can recognize the existence of:

- a) policies addressing permanent inhabitants (keeping people in the region);
- b) policies to encourage people to move to the region (bringing people in the region).

During the seminar and the workshops, it is important to have the following guiding questions in mind:

- Is the education and training sector well adapted to the territorial context (cultural, economic, social...) and to young people aspiration and desires?
- Does the education and training offer meet the demands and needs of local people, and especially of local businesses?
- What are the key levers for success for this sector in a mountain context?
- What are the difficulties that emerge for this sector in a mountain context?

- Are the best practices presented offering an interesting way forward? Can we find others in mountain territories and where
- Is the education and training sector in relation enough with innovation in mountain territories?

These questions constitute the "*fil rouge*" of the debate throughout and will be declined in more precise questions during the workshops regarding each selected best practice.

The selection of good practices

The project has identified more than 30 good practices in the field of education and training in mountain areas. A print of a short description of main elements currently available regarding each one of these 34 practices will be distributed to the participants during the seminar. It is only a preliminary output of what will be disseminated in 2011.

In order to focus the discussion, 7 good practices have been selected by the partnership out of these 34. Our work during the seminar will be focused on these 7 good practices, although feedback will be welcome as well during and mostly after the seminar on the other practices.

The 7 best practices which have been selected are:

1. Education on health and social care in Dalarna (Sweden)
2. Education for adults and immigrants through ICT in small villages in Teruel (Spain)
3. Training course for eco-guides in Lombardia (Italy)
4. Trysil Akademiet: courses for local business (winter-tourist destination) in Hedmark (Norway)
5. Education and training in environmental issues at Pracatinat in Torino region (Italy)
6. Vocational training for adult employees and managers in Massif Central (France)
7. Training to enhance recruiting to wood industry in Buskerud (Norway)

Each good practice will be object of a first presentation in the plenary session in the morning of the conference. One person from the region where the good practice has been implemented will present the key elements of information on the initiative in 10 minutes with support of a powerpoint presentation of **maximum** 10-12 slides or an oral speech. Depending on time available, there will be room for 1 or 2 questions of pure comprehension in the plenary session.

People most interested in the good practice are invited to join then the workshop discussion. 6 parallel workshops of 1 hour each will be dedicated to discussing these practices.

Guidelines for fruitful discussion during the workshops

Each workshop will be chaired by a person who knows the good practice well. A reporter will be taking notes and reporting the results of the discussion in the plenary afterwards.

The workshop could be organised as follows:

- **Introduction** (5 minutes): the chairman will present orally, (no PowerPoint Presentation foreseen) in a very short speech, 5 minutes maximum, but interesting way the main elements of the best practice which have been presented in the morning, insisting, for example on:
 - The target audience of the education and training practice,
 - Who elaborates and provides the training service,
 - How the collective authority has been involved in developing this initiative,
 - Why we consider it is a success in this region.
- **Assessing the interest** of the best practice for other regions (15 minutes): the participants are asked to provide their views on the following questions:
 - How interesting is the good practice presented? Do you think it can positively influence the population trends in a mountain area?
 - Do you think the subject tackled is important?
 - Do you think the method employed is innovative or interesting?
 - What are the positive points and maybe the difficulties of such an initiative?
 - What are the key levers for success of such an initiative (the conditions that must be met for the initiative to be developed successfully)?
 - Is the approach integrated or sectoral? Is it punctual or implemented at the overall territorial level? Is it short term or long-term?
- **Assessing the transferability** of the best practice in the participants' region (20 minutes): the participants are asked to provide their views on the following questions:
 - Do you have similar practices in your region: what are the similarities and differences? Can you report similar successes or in the contrary failures?
 - If you don't have a similar practice: do you think the good practice could be transferred in your region? How?

- Could such an initiative be launched in the framework of an existing regional policy for education and training in your mountain area?
- What conditions must be fulfilled for the implementation in your region?
- **Formulating policy recommendations** to foster the development of such practices in mountain regions in general (15 minutes): the chairman will wrap-up the discussion and ask participants to answer the following questions:
 - how should mountain regions authorities modify their policies to foster the development of this type of initiative?
 - what are the policies that need to be addressed: only the education policy or are other policies concerned as well? Which ones?
- **Conclusions** (5 minutes): the chairman wraps-up the discussion by telling what he/she has retained from the discussion for the future.

The questions mentioned here are complex and dense.

The chairman will have the responsibility to guide the discussion using the questions presented in this background document.

Participants may want to spend more time on one aspect and less on another. They may want to discuss in priority transferability or policy recommendations whose improvement are ended our aim within this project. **Every comment will be welcome and useful and the discussion should not be too constrained.**

The chairman should ensure however that every aspect is covered and discussed at least for a few minutes but the proportion of time spent on each part of the debate may vary on the audience interest.

We kindly ask chairmen to ensure that everyone willing to speak gets a chance to do so.

The Reporter prepares a report during the break with critical remarks taking into account the question illustrated above. He/she presents the results of the workshop in plenary session in 6 to 8 minutes maximum.

No.	Section	Description
1	Title of the practice	Secondary School "Southern Aragon" (Bajo Aragón)
2	Precise theme/issue tackled by the practice	Training in car maintenance, electricity, management and computing in an area with industrial initiatives promoted by Motorland.
3	Objectives of the practice	Working as a training centre on interesting issues of the area.
4	Location	Country: Spain Region/district/municipality: Alcañiz (Southern Aragon)
5	Detailed description of the practice	<p>Origin: The professional training courses are intended to be the basis for the needs of staff in an area. This is why they are modified according to the needs. These kinds of professionals are even in greater demand because of the creation of Motorland in this area.</p> <p>Timescale: The courses have a duration of 2 years and have an apprenticeship. Most of the students take the opportunity to go abroad.</p> <p>Bodies involved/implementation: The Regional Council of Aragon.</p> <p>Process and detailed content of the practice: Adequate education with an apprenticeship directed at the insertion of the students in the professional world. This course has the peculiarity of being placed in an adequate environment to find a job.</p> <p>Legal framework:</p> <p>Financial framework: 100% state investment.</p>
6	Individuation and definition (Application of criteria) a. Contextualisation b. Transferability	<p>a) Rural environment with limited indigenous industry and good service supply in proportion to the area. The town of Alcañiz was hardly affected by the construction recession so far due to the building of Motorland. But now that the building is over, they are completely affected by the recession.</p> <p>b) It is possible to apply this project to another town because what it does is adapt the supply to the demand. The policy of the Ministry of Education is to vary the qualifications, which are obtained in certain areas, not to saturate the market. In addition, the students, during the course, do an apprenticeship in other countries to adapt them to any job.</p>

	<p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>c) The centre services have been offered through meetings, documents, personal contacts, etc. to social agents:</p> <ul style="list-style-type: none"> - Surveys about the needs of education have been distributed in garages and companies of the car sector. - Several technical conferences for garage workers or companies of the car sector, which were attended by the people in charge of the garages. <p>The courses are now open to workers if it is possible and permitted because it is a rural environment; although the response was not very big.</p> <p>d) It provides an area of limited possibilities with education and it also manages to adapt the supply to the demand of the area. This retains local residents. There are 376 students each year.</p> <p>e) It improves the education and the job possibilities of the students. It is quite usual that surrounding companies ask for students of our school to do an apprenticeship or a paid job. But one of the problems we observed is that the salaries are low, despite the training they get throughout. What has happened, for example, is that students who work in the electrical or car sector change to others (construction or industry) if they have the chance.</p> <p>f) Increase in education in the area. It also increases the number of qualified staff and it improves the relationship with the industrial sector in the area.</p> <p>With the Motorland establishment in the area, a world of job possibilities is open to the students.</p>
7	Lessons learnt from the practice	The importance of adapting the educational possibilities to the demands of staff in the area.
8	Contact information	0034 978 831 063
9	Other possible interesting information	Website: http://www.iesbajoaragon.com/ Various documents (reports, presentations, etc.)

No.	Section	Description
1	Title of the practice	Secondary School "San Blas"
2	Precise theme/issue tackled by the practice	Training in Management of nature in an area with a highly-valued landscape.
3	Objectives of the practice	Providing public and private companies with specialised staff, who work for nature conservation, construction in rural areas, fencing, irrigation systems, nurseries, and in nature issues and hydrographical confederations.
4	Location	Country: Spain Region/district/municipality: San Blas (Teruel)
5	Detailed description of the practice	<p>Origin: The school of agricultural training, which was set up in the 70s.</p> <p>Timescale: The school has adapted to the changes in the different modifications of the education plans and to the work market reality.</p> <p>Bodies involved/implementation: The General Direction of Aragon, the Environmental Department and the Education one, the Provincial Government of Teruel, the Rescue Civil Guard, CAI and Ibercaja (banks).</p> <p>Process and detailed content of the practice: It is a 300-hectares country estate where a Professional Training School is located in the middle of nature and next to a neighbourhood of Teruel (San Blas). They teach a high level qualification in Management and Organisation of Natural and Landscape Resources and a medium level qualification in Forestry Work and Conservation of the Environment.</p> <p>Facilities:</p> <ul style="list-style-type: none"> - Building for academic activities - Boarding School - Farm: wild fauna, partridges, pheasants, wild boars, ostriches, geese, calves, sheep, goats, horses, hens... - Technological rooms - Laboratories - Greenhouses: plant production, pruning, plant care, although it doesn't include vegetable gardens, because they are not on the curriculum. <p>Financial framework: 90% state investment and 10% private investment.</p>
6	Individuation and definition (Application of criteria)	a) Teruel is a region that still has a very big burden on a rural level. Young people are slowly less linked to the rural activity and the land is suffering a really big depopulation. The move away from the land in the 70s caused a big generation gap and lack of continuity. In

	<p>a. Contextualisation</p> <p>b. Transferability</p> <p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>addition there is no specialised staff to look after the facilities and renew them.</p> <p>The region has big potential thanks to its large stretches of land, natural variety and landscapes.</p> <p>What is missing in the region is drive and an enterprising spirit, so education and advice are fundamental pillars in managing to create a business sector, which keeps the local residents in the mountain areas.</p> <p>b) It is possible to transfer this initiative to any area with nature and fire risk, a mountain area, vegetation, the need for specialised labour to work in the countryside...</p> <p>c) In the organisation, they give educative courses regulated by the Regional Education Ministry as well as monographic courses to improve the specific education. It is a public action, although the monographic courses are co-financed by public and private institutions (Savings Banks, the Provincial Council of Teruel, the General Direction of Aragon and the Civil Guard).</p> <p>Registration is open to all students, old and new, although most of the people attending come from Teruel and its region.</p> <p>d) Around an average of 30 people attend the specific courses and the Professional Training, there are more than 100 students between High Level and Medium Level. It provides a basically agricultural area with plentiful natural resources with properly educated people.</p> <p>e) The professional training classes are adapted to the demand, although there is a lack of practice hours for the students. They tried to solve the problem with monographic courses, because the curriculum cannot be changed. It provides the region with properly educated people, who can make their living in the region.</p> <p>f) It provides the area with specialised staff to work on the area, especially in fire fighting squads, and locate people there throughout the duration of the work. In addition, it improves the quality of life of the people who live there thanks to the fire prevention or the treatment of the landscape, and so making responsible use of resources. It offers new possibilities for working and business initiatives with the natural resources as an emblem.</p>
7	Lessons learnt from the practice	It is important to adapt the education needs to the demands of the area, in addition to fostering the values and educating the potentially enterprising people to create a culture of entrepreneurship.
8	Contact information	0034 978 618 820
9	Other possible interesting information	Website: http://www.ifpesanblas.es/ Various documents (reports, presentations, etc.)

No.	Section	Description
1	Title of the practice	Professional Training in Cookery and Gastronomy
2	Precise theme/issue tackled by the practice	Specialised Training in Hotel Management in an area where tourism has a growing importance.
3	Objectives of the practice	<p>The Hotel Management Studies (Beginner Programmes in Professional Qualification and Professional Training Cycles) have been established to give training to those students, who gave up their studies.</p> <p>The training is in Hotel Management because more and more tourism is playing a very important role in the area.</p>
4	Location	<p>Country: Spain</p> <p>Region/district/municipality: Valderrobres (The Matarraña Region)</p>
5	Detailed description of the practice	<p>Origin: Centre of Professional Training that adapts its offer to the needs of the region.</p> <p>Timescale: The training courses consist of 2 years and have an apprenticeship period. In addition, the school itself offers an apprenticeship in the centre's restaurant and prepares food to take away.</p> <p>Bodies involved/implementation: The Government of Aragon and the Matarraña region.</p> <p>Process and detailed content of the practice: Training in areas related to gastronomy, languages and general culture to train students who are not part of the educational system. They try to give them the tools to find a job in an area very linked to tourism.</p> <p>Legal framework:</p> <p>Financial framework: 100 % state investment.</p>
6	Individuation and definition <i>(Application of criteria)</i> a. Contextualisation b. Transferability	<p>a) The main activities of the region are still agriculture and livestock. The region has an average economic level. The tourism package is growing more and more and it is sometimes a complement (rural homes) to the primary activity. In the area there is not a big range in professional degrees, although it is complemented by Alcañiz, which is 30 minutes away by car.</p> <p>b) It is an interesting initiative to provide a region with qualified teaching staff in tourism and cookery. Because this region is trying to live on the rural tourism focused on the possibilities of its environment and heritage. This would be interesting for any area that would like to revitalise tourism and get students back who are not part of the educational system.</p>

	<p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>c) The initiative is integrated into the area and has been well received, because it helps with giving education to all students who were not part of the educational system. But it would be necessary to get more collaboration from businessmen and political institutions. Another problem would be that students mainly decide to do their apprenticeship or look for a job outside the region.</p> <p>d) The students, who are not part of the educational system, obtain a degree and a job opportunity, allowing them to stay in the area. The number of students attending the cooking classes, is 16 and there are 7 teachers .</p> <p>e) It has helped to get pupils back who would have given up their studies before and now they obtain a professional degree. It also provides society with people qualified enough to look for a job. Furthermore, this is a great advantage for families, who just want a better future for their children.</p> <p>f) It increases the education of the people from this area in an activity sector, which is revitalising in the area. It also improves the work opportunities for the area's population and increases the population in the area thanks to the teachers who come to teach.</p>
7	Lessons learnt from the practice	Education is a tool with plenty of possibilities to place young people who were out of the educational system, and to encourage them with apprenticeships. In addition it provides the area, which needs labour for tourism and new enterprising people, with specialised staff.
8	Contact information	0034 978 850 647
9	Other possible interesting information	<p>Website: http://centros5.pntic.mec.es/ies.francisco.grande.covian/</p> <p>Various documents (reports, presentations, etc.)</p>

No.	Section	Description
1	Title of the practice	Aragonese Centre of Technology for Education
2	Precise theme/issue tackled by the practice	Creating free software for the schools in Aragon.
3	Objectives of the practice	The introduction of new technology in society through schools and avoiding the digital gap between villages and towns.
4	Location	Country: Spain Region/district/municipality: Alcorisa (Teruel)
5	Detailed description of the practice	<p>Origin: The Atenea Programme (1985-1992) Timescale: The Atenea Programme (1985-1992)</p> <ul style="list-style-type: none"> - The Aldea Digital pioneering project (1997/98) - The Ramón y Cajal Project (2000) - Currently we are working on the Escuela 2.0 State Plan. <p>Bodies involved/implementation: The Education Department of the Government of Aragon, the University of Zaragoza, the Central Government and the Councils of the villages where the schools are situated.</p> <p>Process and detailed content of the practice: the introduction of new technology in schools started in the 80s, after developing some projects (see the point below) to introduce networks and computers in classrooms.</p> <p>The website offers education to the teachers interested in this kind of content and tools, materials for whole courses in primary and secondary schools, educational platforms to locate blogs and websites, it also facilitates the hosting of video conferencing. It offers free software for students with special needs and for all students in general. And the organisation always has an eye on the possible needs and tools that teachers can have in the classroom.</p> <p>Legal framework:</p> <ul style="list-style-type: none"> - The Atenea Programme (1985-1992) - The Aldea Digital pioneering project (1997/98) - The Ramón y Cajal Project (2000) - Currently we are working on the Escuela 2.0 State Plan. <p>Financial framework: 100% state investment</p>
6	Individuation and definition <i>(Application of criteria)</i> a. Contextualisation b. Transferability c. Synergy and	<p>a) The population density in Teruel is less than 10 people per km². In addition the vast majority of villages are very small and have less than a hundred inhabitants and a very old population. The main means of subsistence is agriculture and livestock, except in very specific areas. This is the reason the school is highly valued in all of these towns.</p> <p>The centre is located in Alcorisa (Teruel), in a country area, and not in the provincial capital. This shows that working with the media allows the decentralisation and distribution of the activity through a wide and less exploited area.</p>

<p>Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>b) The main priority of the school is to provide equal opportunities for all. Technology makes it possible to reach a higher degree of equality for everybody. At last the inhabitants of the remote areas and the ones with difficult access can actively take part in the daily reality of a global world. Now they can take part in a forum or publish something on the website, the same as if they were in a big city.</p> <p>c) The project has had a progressive integration and it was set in motion through the initiative of giving a computer to each pupil of the Ariño School. It had such a success that slowly the pupils of the whole region are already using the computers and there is a digital blackboard in many classrooms. This way, despite the geographical dispersion, pupils don't have to notice this difference. Now this initiative is moving to secondary schools, which will have mini laptops to work with in class. The computer tools applied in the training are used on many levels. In addition, they can also download the free software from the website for general use and help the community in general.</p> <p>d) The number of teaching staff in the region of Teruel was 2496 according to 2008/2009 figures. With a high degree of certainty, the existence of computers in the classrooms has been decisive in changing the classroom reality. It has meant an important factor of evolution in the towns, in which it has been created (they don't all have a school). And we hope it will have a definitive repercussion in the methodological changes and the learning of the students.</p> <p>e) The small centres have a priority to be equipped and educated to facilitate the access to some resources that big towns can achieve in an easier way. In the first stages of the experimentation in class there is an expert teacher to supervise. In the last two rounds of the National Conference of Educared in which they present the success for experiences in using ICT in teaching, Aragon contributed the most recent experiences.</p> <p>f) Throughout these years, we can appreciate how the penetration of the ICT and Internet statistics in the region were growing and they partly showed the mushroom effect on the school. The vast majority of the families with children of school-going age have acquired a computer and Internet access at home. There is no doubt about the fact that the improvement in communications is an important factor in the quality of life in our society. There is a faster integration of computer technology and communications in educational institutions and homes than at work. Although we shouldn't forget that the population in Teruel has a very high average age and this has a strong influence.</p>
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GOOD PRACTICES - EDUCATION AND TRAINING

		This gives the possibility to relocate companies, sell any service through Internet and sell tourist accommodation. Furthermore, this website works for clients all over Spain and Spanish-speaking countries, which are sometimes more than the ones from our own region.
7	Lessons learnt from the practice	It is possible to relocate very important services to the whole community, leaning on the new technology and keeping local residents in lowly populated places.
8	Contact information	Gaspar Ferrer <gferrers@educa.aragon.es>
9	Other possible interesting information	Website: www.catedu.es http://www.observatorioaragones.org/hogares2009/indicadores.php http://www.aularagon.org Various documents (reports, presentations, etc.)

No.	Section	Description
1	Title of the practice	Workshop school of Paleontological Restoration
2	Precise theme/issue tackled by the practice	Training of curators and restorers to work in the Dinopolis sites and other entities with Palaeontology as subject.
3	Objectives of the practice	Training potential researchers for the organisation itself, thereby having professional staff to work for the foundation. Other objectives are providing specialised education in a less common area and an example for other workshops.
4	Location	Country: Spain Region/district/municipality: Teruel
5	Detailed description of the practice	<p>Origin: the paleontological wealth in the Teruel region and in the Dinopolis Project. The first course took place in 2007.</p> <p>Timescale: Each course of the Workshop School (the third one is currently taking place) has a duration of 2 years and is divided in two stages:</p> <ul style="list-style-type: none"> - The first one lasts 6 months and has a formative nature, in which the students receive a payment by way of a grant. - During the second stage, the students are hired by the Government of Aragon for 18 months. <p>Bodies involved/implementation: Project promoted by the Education, Culture and Sports Department of Aragon and financed by the INAEM (the National Institute of Employment in Aragon) and the European Social Fund.</p> <p>Process and detailed content of the practice: the course aims to compensate for the lack of education in intervention for the preservation of the paleontological heritage. The process of fossil preparation, both for its research and its exhibition, is much more laborious and specialised than the excavation tasks. This is the reason we need professional people to carry out this task. However, there is no place in Spain where you can be specially trained in palaeontology, so this school fills an educational gap on a national level and contributes to the completion of the educational programme of the region with a first level specialisation.</p> <p>Legal framework:</p> <p>Financial framework: 100% state investment.</p>
6	Individuation and definition (Application of criteria) a. Contextualisation b. Transferability	<p>a) The initiative belongs to the Dinopolis Foundation, a centre of reference in the study of dinosaurs in Spain and other countries. This centre has built up a good relationship with other high-level centres in other places.</p> <p>It is aimed at young curator-restorers who are under 25 and unemployed.</p> <p>b) This is a pioneering project for education and employment. It could be exported to other regions, but it could not be done as easily without the same paleontological heritage and the significant project</p>

	<p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>represented by Dinopolis.</p> <p>c) Some students from the school are integrated into local institutions, with a permanent contract and some temporary ones in the “Fundación Conjunto Paleontológico de Teruel-Dinópolis”, as well as into the teacher’s group of the subsequent series of the Workshop School. The project has been promoted and financed by the Education, Culture and Sports Department. It is also financed by the INAEM and the European Social Fund.</p> <p>d) The needs with regard to paleontological preparation of the Dinopolis paleontological team have been covered through specialised staff. For this action there are 10 people: 7 curator-restorers, a teacher, management staff and an administrative assistant.</p> <p>e) The training developed is innovative not only on a national level, but in Europe also, where there are few similar places. In addition it gives an image of educational quality of the territory of Teruel. In fact, they receive applications from other Spanish centres to allow their technicians be educated in this school (which is normally not possible due to the requirement of a certain training and the established periods of application and continuance). In addition, the training is related to a heritage completely linked to the land, as fossils, which are usually situated in mountain areas.</p> <p>f) Palaeontology represents more and more a sign of identity for the population of Teruel and an element of territorial support. Dinopolis is a provincial emblem, which contributes not just by dynamising some provincial areas in a socioeconomic way, especially the capital, but it also means a prestigious brand which increases, in some way, the self-esteem of the population in Teruel. New specialists are educated to develop specialised works and reinforce the paleontological image (scientific and technical) of Teruel as a developing forum of the international palaeontology (personal reflection). There are fossil materials, already ready for their study and spreading of palaeontology, at the disposal of the researchers and communicators. It increases and preserves a heritage, which, otherwise, could disappear.</p>
7	Lessons learnt from the practice	The organisation itself can generate strategies to have the kind of specialised staff they need.
8	Contact information	"Luis Alcalá" <alcala@dinopolis.com>
9	Other possible interesting information	Website: http://www.fundapolis.org/ Various documents (reports, presentations, etc.)

No.	Section	Description
1	Title of the practice	Continued education for adults, to obtain a degree and to have additional education, and Spanish for immigrants.
2	Precise theme/issue tackled by the practice	Continued education and possibilities of finishing a regulated education and validating the professional training, thanks to doing courses in an academic degree.
3	Objectives of the practice	Approaching the education of any village with an adult school or at least an Internet Access Point. This education will be needed to stay in the work market without having to move.
4	Location	Country: Spain Region/district/municipality: The whole region
5	Detailed description of the practice	<p>Origin: Schools for adults to make literacy possible.</p> <p>Timescale: these schools have gradually modernised and adapted to the new times, with Spanish courses for immigrants and courses on the Internet...</p> <p>The courses have a variable duration which ranging from a full year (September-June) to a few hours, in the case of the courses in specific training.</p> <p>Bodies involved/implementation: the General Direction of Aragon, the Provincial Council of Teruel and some Councils.</p> <p>Process and detailed content of the practice: Most of these programmes allow the students to follow the courses with Internet modules.</p> <p>This initiative counts on the support of the Aragon Government, Provincial Government of Teruel and town councils.</p> <p>The structure consists of 11 centres, which have other sections to cope with the 46 towns and 2 regions.</p> <p>It tries to break down the digital gap and encourages membership and feelings of identity through the knowledge of the cultural and natural heritage.</p> <p>Legal framework:</p> <p>Financial framework: 100% state investment.</p>
6	Individuation and definition <i>(Application of criteria)</i> a. Contextualisation b. Transferability c. Synergy and	<p>a) The operational centre of this action is the whole region of Teruel, an underpopulated area, with a large stretch of land and a dispersion of the population. Most of the villages don't reach 200 inhabitants and their inhabitants are usually senior citizens. There is moreover an important volume of immigrants, who arrive in this area with almost no knowledge of Spanish and need the basics of the language to manage.</p> <p>The region, situated in the rural area, is especially associated with the agriculture and livestock sector, but the tendency is to move gradually towards the service sector.</p> <p>b) This initiative, especially in its Internet version, is applicable to any place with the problem of dispersion in its region. Teruel is a referent for the whole of Spain, above all thanks to the electronic platform to reach the many dispersed places.</p> <p>c) The measure is integrated in the General Plan of</p>

	<p>Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>Permanent Education and with which the Education of Adults Department works. Adult education is not something new, it is a project created to teach adults to read and write. What remains unchanged is the method, which adapts to the new times with the Internet. It is promoted through the public job offer of the hired staff, meetings, edicts, posters and the media. The action is totally integrated into the system. In addition, the students do an apprenticeship in companies from the area and so they can get to know the business structure.</p> <p>There are 43 government teachers and 61 hired teachers in Teruel.</p> <p>d) The courses are in great demand because there exists the possibility of validating their professional experience with a degree if they do some modules. This encourages people to register and not move to another town to be educated. In total 7,000 people have done all the specialities, showing the appeal to people.</p> <p>e) It allows people from mountain areas to acquire the necessary education without moving from their town of origin. It is also of interest to foreign people, who can learn Spanish without moving to another town. It also avoids more expenses for parents, only if their children are studying and over 18. We consider it is a good measure with regard to the Welfare State, which has three main branches:</p> <ul style="list-style-type: none"> - Health - Retirement pensions - Education. In accordance with this significant point, we improve people's quality of life, especially in villages, by giving them the main tools for their daily personal and professional lives. <p>In addition it provides a social meeting place. A place for cohabitation, it generates education and gives a feeling of belonging.</p> <p>f) It increases the cultural and professional level of people, which is an important asset.</p> <p>It increases the relationship among people.</p> <p>It increases education.</p> <p>It makes self-employment possible.</p> <p>It generates important profits.</p> <p>It creates a qualified labour market.</p>
7	Lessons learnt from the practice	The ICT can facilitate the education of people from very distant places and can facilitate the technological teaching of basic literacy by minimising the digital gap, as well as the inclusion of immigrants. It also provides a meeting point in the villages.
8	Contact information	Pedro Joaquín Simón: pjsimon@aragon.es
9	Other possible interesting information	<p>Website:</p> <p>http://www.educaragon.org/guiaeducativa/guia_educativa_ficha.asp?pdf=47.pdf&id_ensenanza=14&titulo=Formaci%C3%B3n%20para%20el%20empleo&regimen=permanente</p> <p>Various documents (reports, presentations, etc.)</p>

No.	Section	Description
1	Title of the practice	The Santa Maria Foundation of Albarracin
2	Precise theme/issue tackled by the practice	Specialisation courses in the restoration of the heritage and conferences about historical subjects; specialisation in diverse subjects characterised by having prestigious speakers.
3	Objectives of the practice	Heritage restoration through courses and conferences that at the same time promote the town and its environment.
4	Location	Country: Spain Region/district/municipality: Albarracin
5	Detailed description of the practice	<p>Origin: the development of the two Workshop schools from 1989 to 1994, because there was a sudden stop.</p> <p>Timescale: Courses and seminars from 1996 – 2009. 100 actions were developed. 1997 – 2009, 196 concerts divided into 13 cycles.</p> <p>The museum of Albarracin 2001 – 2009, 77 exhibitions Creative Visits 2003 – 2009, 10 artists</p> <p>Bodies involved/implementation:</p> <ul style="list-style-type: none"> - IberCaja / Cultural and Social Work - Culture Ministry / General Direction of Politics and Cultural Industries / INAEM - Aragonese Institute of Promotion - Regional Council of Aragon – several departments - Provincial Government of Teruel - Telefónica, S.A. - Endesa Foundation <p>The Archbishopric of Zaragoza, Council of Albarracín, Caja Madrid Foundation, BSCH, The Enate Winery, El Corte Inglés and Quearte / Progasa.</p> <p>Process and detailed content of the practice: it is a project of comprehensive management of the cultural heritage, by applying architectural and building restoration initiatives, and of cultural promotion (seminars, exhibitions, concerts, conferences and meetings). In this way they activate the common heritage. It is an exceptional and model action for the necessary management of the cultural heritage.</p> <p>Legal framework: 2 programmes in the Workshop School from 1989 to 1994. Subsequently, the Foundation was founded in 1996. On a legal level, it has always had the same structure, although the areas of intervention have been defining their position as they went along.</p> <p>Financial framework: 65% state investment and 35 % private investment</p>
6	Individuation and definition (<i>Application of</i>	a) Albarracin, and the mountain range as a whole, is a mountain region of Teruel. They suffer from depopulation and economic marginalisation, typical

	<p>criteria)</p> <p>a. Contextualisation</p> <p>b. Transferability</p> <p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>problems from the interior and rural areas of the Peninsula. Albarracin is a must-see destination to go to thanks to its cultural heritage (it has one of the most significant collections of Spain). The Santa Maria Foundation of Albarracin strives towards the coherent use and promotion of the place by preserving its values, which make it unique.</p> <p>The population as a whole has a limited sensitivity to the territorial values and their financial means. The foundation's creation was based on the development of two consecutive programmes of the Workshop schools, before the foundation was established. It is currently focused on training in restoration and subjects like humanities and art. It is an example of rural development from the hereditary resource.</p> <p>b) It is a model that is followed and promoted in different places in Aragon and Spain. It is applicable to any place with hereditary wealth that wants to be valued. In addition, through schools, we can make the heritage famous, provide education and restore.</p> <p>c) It has not been integrated. It is a programme that happens at the same time as the local activity, although it has unquestionable repercussions on the town. The Foundation is integrated on an institutional level.</p> <p>d) According to the graphics presented on the cultural programme and printed each year, in 2009 almost 7,000 people benefited directly from the education and employment programme. All of this without counting the visitors from the "Albarracin, Spaces and Treasures (museums)", which have exceeded 30,000. The indirect repercussions on restaurants, hotels, catering, distribution, etc. are the most significant, although they have not been calculated.</p> <p>e) It is effective not only because of the job creation, but because the project's logic improves substantially the resource from which Albarracin mainly lives, its heritage. The institution itself has had, in the good times, 43 workers and the poorer times between 20 and 25 hired workers.</p> <p>f) It begins with restoration courses. These courses continue in time and favour the creation of different programmes and a restoration centre with specialised staff. This generates employment for the participants of the educational programmes. This generates wealth and employment.</p>
7	Lessons learnt from the practice	It is possible to create a well-known institution in a town with limited communications if quality courses with important experts are offered.
8	Contact information	fsmalbarracin@aragon.es
9	Other possible interesting information	Website: http://www.fundacionsantamariadealbarracin.com/

No.	Section	Description
1	Title of the practice	Professional Training in the Project <i>Anfitriones</i>
2	Precise theme/issue tackled by the practice	Course to improve the relationship with clients in the tourist establishments.
3	Objectives of the practice	To provide people who mostly deal with tourists, hotel staff, restaurants, rural homes with tools and education.
4	Location	Country: Spain Region/district/municipality: The Gudar-Javalambre Region
5	Detailed description of the practice	<p>Origin: The project <i>Anfitriones</i> was created by Turespaña in 2008 and set up in 2009. Throughout its course it has always collaborated with the Autonomous Communities.</p> <p>Timescale: One-week course (30 hours) organised by the Ministry of Tourism in the Gudar-Javalambre Region. This is one of the two courses (on average) focused on this sector arranged by the organisation each year.</p> <p>Bodies involved/implementation: The Gudar-Javalambre Region and the Ministry of Tourism.</p> <p>Process and detailed content of the practice: The initiative, which took place in Mora de Rubielos from 22nd to 26th March 2010, involved a development of a part of the training courses in the project <i>Anfitriones</i> (Horizonte 2020 was created by the Ministry of Tourism).</p> <p><i>Anfitriones</i> is divided into two parts:</p> <p>Destination in detail: examines in detail the enhancement and care of the towns and tourist destinations.</p> <p>Culture of the detail: is divided into the elaboration of educational tools and into communication and awareness actions. It is important to underline that the training actions are aimed at the staff in tourist establishments and at managers in middle management.</p> <p>Legal framework:</p> <p>Financial framework: 100% state investment.</p>
6	Individuation and definition (<i>Application of criteria</i>) a. Contextualisation	<p>a) In the social and economic context where the Gudar-Javalambre region is located, the tourist sector has a vital importance to the population. It is a tourist destination with a long tradition. It is nowadays reinforced by the existence of the only two ski resorts in the region of Teruel, as well as by other resources and additional activities that increase the practice of outdoor sports throughout the year.</p> <p>In the region there are more than 15 hotels or hostels, 10 tourist apartments, more than 60 rural homes, 8 youth hostels and 4 campsites. This</p>

	<p>b. Transferability</p> <p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>means almost 4000 accommodation places for 8000 inhabitants counting the permanent and transient population in the 24 villages which make up the region.</p> <p>b) It is totally applicable to any tourist destination elsewhere.</p> <p>c) This initiative meets the demand of the sector, although what usually happens is that these activities are attended by the same people. We cannot appreciate the integration into the area because the activity is still too recent. It has been incorporated into a larger activity in the Ministry of Tourism in Spain.</p> <p>d) There were three people involved in the organisation of the event and a total of 10% of the tourist businessmen in the area attended the event. The event provided the sector, which mostly deals with tourists, with adequate training.</p> <p>e) It was one of the best training schemes thanks to the following reasons:</p> <ul style="list-style-type: none"> - A complete and lengthy training course with an adequate duration. (more than 30 hours). - A completely new and useful subject matter for the tourist destination and those present. <p>Once the staff have taught all the concepts, it is time to apply voluntarily what the people who attended the classes have learned and project a good image to the outside area.</p> <p>f) Any training is of interest to businessmen. In addition, people, who don't usually take part in this kind of scheme, were attracted to the training.</p>
7	Lessons learnt from the practice	It is important not to fail when attempting to provide workers with training, because this training increases the quality of a growing sector.
8	Contact information	Purificación Villarroya <purivil@gmail.com>
9	Other possible interesting information	Website: http://www.gudarjavalambre.es/ http://www.anfitrioneturismo.es/ Various documents (reports, presentations, etc.)

No.	Section	Description
1	Title of the practice	The Route of the Iberian in Southern Aragon
2	Precise theme/issue tackled by the practice	Restoration of sites, creation of 11 centres for visitors, managed by women from the villages where they are situated. Creation of a common identity through the Iberian ethnic group of the Ositans, which allows the joint promotion of the territory.
3	Objectives of the practice	The heritage recovery, research and its appreciation
4	Location	Country: Spain Region/district/municipality: the Southern Aragon Region: Matarraña, Andorra, the Arcos mountains, Caspe and the Southern Martin Region.
5	Detailed description of the practice	<p>Origin: The hereditary wealth of the area is very significant. This is the reason it was decided in 2004 to create a project about cultural and archaeological tourism.</p> <p>Timescale and Bodies involved/implementation: This project has been financed by The General Direction of the Cultural Heritage and the leading local action groups: Adibama, Cedemar and Omezyna (2004). Very soon afterwards the Provincial Government of Teruel, five regions and twelve councils (Alcañiz, Alcorisa, Alloza, Andorra, Azaila, Calaceite, Caspe, Cretas, Foz Calanda, Mazaleon, Oliete and Valdeltormo) joined the project. These 22 entities formed the Consortium of Iberian Heritage in Aragon.</p> <p>Process and detailed content of the practice: There are education, recovery and management of heritage and job creation activities through an innovative project about cultural and archaeological tourism. It uses new management techniques. Small local entities, cultural associations, educational centres and private companies participate in decision-making.</p> <p>Legal framework: Started in 2004 as a project and became a Consortium of Heritage in 2007.</p> <p>Financial framework: 100% state investment.</p>
6	Individuation and definition (<i>Application of criteria</i>) a. Contextualisation	<p>a) The project takes place in the Eastern area of Aragon in a basically rural environment with important problems of under population and aging. The most important primary sector activities are agriculture and livestock and services in the main towns. In the area there is a low level of qualified education directly related to the few work opportunities which require high training. The Consortium of Iberian Heritage of Aragon is made up of 22 state institutions: the Government of Aragon, the Provincial Council of Teruel, five regions, twelve councils and three leader groups of local action located in the Eastern Area of Aragon. Businessmen associations contribute to the project. A scientific and</p>

b. Transferability	monitoring committee also exists.
c. Synergy and Integration	<p>b) The management technique of the Route of the Iberian is perfectly applicable and transferable to any other area, especially rural areas, as well as to any other aspect of the cultural or natural heritage of the villages linked to the sustainable development.</p>
d. Efficiency	<p>c) The Consortium of Iberian Heritage of Aragon annually carries out some educational conferences and exchanges of opinions for the staff of the visitor's centres. At the same time it contributes to the archaeological module of the Workshop School in Alcañiz. Education is provided in tasks related to archaeology, restoration, cultural tourism, historic recreation, etc. It also promotes and contributes to different promotional actions, the celebration of exhibitions, conferences, the editing of educational material for local awareness and the development of the Iberian Culture knowledge in the Southern Aragon region.</p> <p>Nowadays a dozen restaurants in the area offer Iberian menus, some craftsmen contribute to the reproduction of archaeological pieces and a historic recreation group has been created. It is made up of young people to take part in the different events that are held annually in the Southern Aragon region.</p>
e. Effectiveness (Possible demonstrated results)	<p>d) Among the most significant elements of the project, we can especially point out the following:</p> <ul style="list-style-type: none"> - The management of the project and joint promotion of the Southern Aragon region and its cultural, natural and hereditary resources. The concentration of initiatives and efforts from different origins in the same direction is also important. - High degree of connection between the project of the Route of the Iberian and the rural area in which it is situated. The project is highly linked to the recovery of the cultural identity of the village and its area, which is more than 2000 years old.
f. Increase	<p>e) 20 people participate in subjects related to the training. This number increases with the carrying out of monographic courses, conferences, school visits and other activities promoted by the Consortium of Iberian Heritage of Aragon.</p> <p>Two people (a manager and an administrative assistant) of the Consortium of Iberian Heritage of Aragon work for the organisation and coordination of the educational actions. It makes it possible to retain local residents because the women in a family can find a job.</p> <p>f) One of the contributions of the project is job creation, especially for women. A dozen jobs have</p>

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		<p>been created so far, but most of them are part-time jobs and especially for the vacation period. The project also helped to recover twenty archaeological sites, until now abandoned. They are generally situated in areas with high environmental and scenic value. An important number of activities are developed there. These are contributing to the economic and cultural development of the Southern Aragon region and to its promotion in other areas of the peninsula and other countries.</p> <p>One of the first effects and benefits of the project is the recovery of the cultural identity of this area. The main benefit is the joint promotion of the area and the distinction of it in a growing cultural tourism sector. The project not only affects the appreciation and conservation of the archaeological heritage but also in a clear way the awareness of the natural heritage and other economic activities in the rural environment such as craftwork, hotel and catering business, tourism or the high quality food and agriculture products.</p>
7	Lessons learnt from the practice	The heritage can achieve the union of a people, generate wealth and create jobs for disadvantaged sectors, such as women.
8	Contact information	jabenavente@hotmail.com
9	Other possible interesting information	Website: http://www.iberosenaragon.net/ Various documents (reports, presentations, etc.)

No.	Section	Description
1	Title of the practice	Technical and language remote training
2	Precise theme/issue tackled by the practice	Remote training allows everyone to have access to training, wherever they live. It also prevents unnecessary travel and brings training closer to companies, inside companies. Finally, the goal is to adapt training to each particular trainee.
3	Objectives of the practice	The objective is to diversify teaching methods.
4	Location	Everywhere in France, from the training centre of CCI Formation Auvergne, which is located in Aulnat (Auvergne – France).
5	Detailed description of the practice	<p>European funds have enabled the improvement of teaching tools and methods. This action has been implemented for 8 years in the training centre of CCI Formation Auvergne.</p> <p>The subjects proposed to remote learners are the following:</p> <ul style="list-style-type: none"> - Technical training in foreign languages (English, German, Spanish, Italian and so on). - Technical training in office automation. - Training in the setting up of a company. - Training in industrial maintenance. - Training of tutors. <p>Legal frame: professional adult continuing education.</p> <p>Financial frame: training paid for by companies and OPCAs (Organismes Paritaires Collecteurs Agréés - OPCAs are public bodies offering services to local companies in exchange for the taxes they perceive).</p>
6	Individuation and definition (<i>Application of criteria</i>) a. Contextualization b. Transferability c. Synergy and Integration d. Efficiency e. Effectiveness (Possible demonstrated results) f. Increase	<p>The method and substance of the teaching are adapted to each student and to the needs of the companies. Here, pedagogy is particular since it gives the trainee extensive autonomy, while adapting to any content. Its' efficiency is proven by user appreciations.</p> <p>It is a leading product for the future, which nonetheless must not replace face to face pedagogy. Remote training is a complementary approach, which does not necessarily lead to cutting costs. Creating training tools can be expensive.</p>
7	Lessons learnt from the practice	<p>In the case of technical training adapted to the needs of a company, the latter must be deeply implicated (Human Resources Manager, Training Manager). The project must be backed and supported by the management.</p> <p>In the case of more basic training (languages, office automation and so on), it is only necessary for the company to give enough free time to the employee for him to attend the training.</p>
8	Contact information	Technical remote training is perfectly adapted to territories like mountain regions given their lack of

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		accessibility, provided that high-speed communication tools and infrastructures are implemented by public authorities.
9	Other possible interesting information	CCI Formation Auvergne JM BOURLIER CRCI Auvergne Aéroport International Clermont/Auvergne BP 25 63510 Aulnat - France Phone: +33 – (0)4 73 60 46 25 jmbourlier@auvergne.cci.fr

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No.	Section	Description
1	Title of the practice	Adult continuing training for employees and managers
2	Precise theme/issue tackled by the practice	Companies in this region are small or medium size companies. They face difficulties in sending away one or several of their employees to get the training they need to continue their activities.
3	Objectives of the practice	The objective is to meet the needs faced by the companies in training, by offering them training sessions and programs adapted to their demands and in their direct vicinity.
4	Location	French department of the Lozère (48000 Mende)
5	Detailed description of the practice	Tailor-made sessions are implemented by the Chamber of Commerce and Industry of Lozère with only 5 participants. A wide range of more than 300 training programs are proposed to the local companies. These training sessions take place inside the companies, to prevent the employees from having to travel to the training centre.
6	Individuation and definition (<i>Application of criteria</i>) a. Contextualization b. Transferability c. Synergy and Integration d. Efficiency e. Effectiveness (Possible demonstrated results) f. Increase	Most of the companies located in Lozère have less than 20 employees. Only 65 companies have more than 20 employees, and only six of these employ more than 100 people. Located in mountain areas, they have to face issues linked to mountain specificities such as accessibility. Training sessions are often impossible in traditional training centres, due to the long distances to be covered and because a minimum number of trainees is required to start a session. Therefore, the Lozère Chamber of Commerce and Industry implemented training programs taking place inside the companies and starting with only 5 trainees. Thanks to a wide range of programs, curricular teaching programs are custom-made to meet the needs of the companies.
7	Lessons learnt from the practice	This enterprise has been highly praised by all the companies who took part in the program.
8	Contact information	In order to maintain activities in mountain areas and to prevent employees or companies from fleeing mountain regions, it is necessary to have

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		infrastructures that facilitate accessibility and services such as road and high-speed communication networks. When these do not exist, it is possible to meet the needs of companies by offering custom-made services delivered to them directly.
9	Other possible interesting information	Chambre de Commerce et d'Industrie de Lozère 16 bd Soubeyran - 48000 Mende – France Phone: +33 – (0)4 66 49 00 33 cci-en-ligne@lozere.cci.fr http://www.lozere.cci.fr/

No.	Section	Description
1	Title of the practice	Training course for eco-guides
2	Precise theme/issue tackled by the practice	This training course is related to the Eco-Museum of Valle Taleggio (a small valley in the pilot area) and is included in a large framework of local development and increasing the value of the territory.
3	Objectives of the practice	Training guides for the Eco-Museum of Valle Taleggio. Now, the Eco-Museum has 3-4 employees, some of whom are part-time.
4	Location	Municipalities of Vedeseta and Taleggio, in Valle Brembana
5	Detailed description of the practice	<p>DURATION First edition: May-June 2008 (four 2-hour lessons) Second edition: July-September 2010 (5 2-hour lessons)</p> <p>PLAYERS INVOLVED The course is organized by the association managing the Eco-Museum, made up of the Municipality of Vedeseta and the Municipality of Taleggio. This association has a coordinator and a secretariat. There are also some volunteers.</p> <p>ACTIVITIES The course is mainly aimed at the young people of Valle Taleggio, but is open to the public in general. The lessons are held in the evening or during the weekend. The maximum number of students is 20. At the end of the lessons, the students get a certificate.</p> <p>NORMATIVE FRAMEWORK There aren't specific regulations but, at the end of the lessons, the students get a certificate.</p> <p>FINANCIAL FRAMEWORK The Eco-Museum completely finances the course. The Eco-Museum was set up with funding from the Cariplo Foundation and Regione Lombardia. The ordinary activities of the Eco-Museum are financed by the members (15%), private contributions (15%) and regional funding (70%). The work done by some volunteers also plays an important role.</p>
6	Individuation and definition (Application of criteria) a. Contextualization b. Transferability c. Synergy and Integration	<p>a) Val Taleggio's economy is very weak, based on cheese production and a low rate of tourism, concentrated in summer only. As regards training, the offer is considered as being appropriate to local needs.</p> <p>b) It is thought that this experience could be replicated easily in other territories.</p> <p>c) The course is strongly linked to the Eco-Museum. The Eco-Museum collaborates with municipalities, enterprises and volunteer associations. Also, there are strong links with the department of tourism of</p>

	<p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>the University of Bergamo.</p> <p>d) The organization includes the staff of the Eco-Museum and some voluntary teachers. The students of the 2008 edition didn't find work in the Eco-Museum. The goal of the 2010 edition is to recruit the students in the staff of the Eco-Museum.</p> <p>e) The 2008 Edition involved 20 students. The 2010 Edition, aimed at young people only, has 9 students.</p> <p>f) Employment: 3 people (1 full time + 2 part time) for course organization. In general, the Eco-Museum promotes the local territory, encouraging renovation and conversion of the old rural homes into "bed & breakfast" accommodation.</p>
7	Lessons learnt from the practice	Strengthening of the presence of young students, creating work opportunities at the end of the lessons.
8	Contact information	Associazione Ecomuseo Val Taleggio +39 348 4061813 http://www.ecomuseovaltaleggio.it/

No.	Section	Description
1	Title of the practice	Course of Mechanics, Mechatronics and Energy at Zognos High School
2	Precise theme/issue tackled by the practice	This course is a component of the new training framework of Zognos High School for the year 2010/2011.
3	Objectives of the practice	This enterprise responds to the needs of the main industries, which require workforce with specific skills.
4	Location	Zogno High School
5	Detailed description of the practice	<p>DURATION The course will start in September 2010 and continue for 5 years.</p> <p>PLAYERS INVOLVED Zogno High School Industrial Associations Comunità Montana Valle Brembana Provincia di Bergamo Enterprises</p> <p>ACTIVITIES This course is supported strongly by the Industrial Associations, which are always complaining of the absence of training courses capable of offering specific skills for work in the industries of the area. Zogno High School considers the collaboration with industries and the territory a very important asset of its mission. In recent years the school has organized various projects in collaboration with businesses, such as work experience programs for its students.</p> <p>The school intends to create, from September 2010, a scientific committee, with the main stakeholders in the area, to manage the collaboration between the school and the territory.</p> <p>NORMATIVE FRAMEWORK The course is part of the framework of the new national law on secondary education</p> <p>Financial framework The course is financed by national funding. In the future, some fully equipped laboratories will be opened with private funding.</p>
6	Individuation and definition (<i>Application of criteria</i>) a. Contextualization	<p>a) In Valle Brembana there are small and medium enterprises and just 4/5 big industries. Tourism is of importance in a few municipalities only. One of the main problems is transport infrastructures (e.g. it takes students living in some municipalities about 1 hour to get to school).</p> <p>Little attention is paid to education and training. Often, young people prefer go to work and, sometimes, boys and girls go to high school only up to the age of 16, just to attend compulsory education.</p> <p>Also, the rate of people with academic education is</p>

	<p>b. Transferability</p> <p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>low.</p> <p>b) It is thought that this experience could be replicated in other territories.</p> <p>c) The course takes place in collaboration with school, industries and local administration.</p> <p>d) The course was designed by the head, the deputy head and the teacher, who manage the relationship between the school and industries. The course teaching team is made up of teachers from the school.</p> <p>e) The course will start in September 2010, so it is only possible to comment on the satisfaction of the industries. The students that will take part in the new course are 27.</p> <p>f) The quality of the training and the satisfaction of the industries' needs, will be assessed in the long term. From an "employment" point of view, the course will make it possible to retain some jobs in the area for teachers who would otherwise have risked losing their jobs within the scope of the recent Reform.</p>
7	Lessons learnt from the practice	For the school, the importance of "listening" to the needs of the local stakeholders
8	Contact information	Gualtiero Beolchi (head teacher) and Oreste Imperato (deputy head teacher) (telephone +39 034592210) http://www.istitutoturoldo.it/

No.	Section	Description
1	Title of the practice	"Donne che aiutano Donne" (Women helping women)
2	Precise theme/issue tackled by the practice	Italian lessons organized by Caritas (a religious charity organization), with the collaboration of Zogno High School. The lessons are aimed at immigrant women with a view to promoting integration.
3	Objectives of the practice	The enterprise aims to promote the knowledge of Italian by immigrant women, socialization and integration.
4	Location	Municipality of Zogno, High School.
5	Detailed description of the practice	<p>DURATION September 2008 – June 2010</p> <p>PLAYERS INVOLVED Caritas Zogno High school</p> <p>ACTIVITIES The teachers of the lessons are female volunteers (retired Italian teachers). The lessons (2 h) are held twice a week at Zogno High School. During the lessons, a nursery service, managed by Caritas volunteers, is available for the immigrant women.</p> <p>NORMATIVE FRAMEWORK No official certificate is issued after the course. The course is managed by volunteers. Zogno High School provides the rooms where the lessons are held free of charge and finances other general outgoings (approximately € 2.000). The students pay € 15/year, as a guarantee of their diligence.</p>
6	<p>Individuation and definition (<i>Application of criteria</i>)</p> <p>a. Contextualization</p> <p>b. Transferability</p> <p>c. Synergy and Integration</p>	<p>a) Zogno is the main town of Valle Brembana. There are some industries, schools, banks and a hospital. The town is affected by immigration (in the elementary school, non-EU students account for 5-6% of the total). Historically, the people of Valle Brembana have always placed great importance on education and training, but in the 50s and 60s, because finding a job was very easy, people assigned less importance to school end education. However, in recent years, the importance of education and training has risen considerably.</p> <p>b) It is thought that this Italian course for immigrant women can be replicated in other territories. For example, some similar experiences are implemented in Bolzano.</p> <p>c) The course is promoted by the press, on the web and through volunteer associations. Zogno High School is part of a network of adult training centers, implementing lessons for professional re-qualification of adult people, with IT and English</p>

	<p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>courses. The lead partner of this network, called EDA -Educazione degli Adulti (Education for Adults), is the “Petteni” High School in Bergamo. The goal of network is to promote professional adult education. Other partners of the network are the local school department and the local institutions.</p> <p>d) The organization involves about 10 people: 5 teachers, 1 school assistant and 4 people to look after the children in the nursery.</p> <p>The lessons take place in the school and not in the Caritas office because the school isn’t a religious institute, but the “classic” place for teaching and learning. Also, the school gives mothers a chance to familiarize with an institution where their children spend a lot of time. Finally, Zogno High school is very close to the railway station.</p> <p>e) 20 women took part in the first edition of the course; 25 in the second. The experience achieved good results in consideration of the Italian learned by the immigrant woman and it was an excellent way of promoting their integration into the local community.</p> <p>It is thought that it would be a mistake not to award a certificate of attendance at the end of the courses. A certificate will be awarded for the next editions.</p> <p>f) The course provides an important aid to the integration of immigrant women, improving their quality of life.</p> <p>The course promotes adhesion to the EDA network. Thanks to this network, during the 2010-2011 school year, others courses dedicated to professional training for adults will start. This could have some direct effects on employment, because more teachers will be recruited (for these courses, the teachers aren’t volunteers). These activities will also improve the school’s importance in the community.</p>
7	Lessons learnt from the practice	<p>The importance of the integration of immigrants into the local community;</p> <p>The importance of nursery service to facilitate participation by women.</p> <p>The awarding of a certificate at the end of the courses is considered very important.</p>
8	Contact information	Course manager (Maria Grazia Previtali Carà +39 0345-91035)

No.	Section	Description
1	Title of the practice	Courses on environmental education for teachers (from nursery school to high school) and students at Pra Catinat. Courses to make aware of the environmental issue addressed to people coming from different contexts (institutional sector, environmental associations, operators of the didactic farms) at Pra Catinat.
2	Precise theme/issue tackled by the practice	<ul style="list-style-type: none"> - Environmental sustainability - Educative model based on social theory (G. Bateson)
3	Objectives of the practice	To train teachers in a specific mountain context that favour the dialogue and the comparison with the students
4	Location	The venue of the courses: Italy, Piedmont Region, Municipality of Fenestrelle, Pra Catinat
5	Detailed description of the practice	<ul style="list-style-type: none"> - Origin is linked to the necessity to re-use the important building heritage of Pra Catinat and it is in relation with Regional Law n. 39 in 1987 in which Pra Catinat was founded as “Didactic Laboratory on the environment”. - Timescale: Pra Catinat began its activity in 1995. - Subjects involved: Piedmont Region, Province of Turin, Municipality of Turin, Municipality of Asti, Pinerolo, Rivoli, Moncalieri, Val Chisone and Germanasca Mountain Community, Municipality of Fenestrelle, Orsiera Rocciavré Park (Pra Catinat is included within the Orsiera Rocciavré Park). - The process of development of this activity has been implemented by a team of local public subjects. - Legal framework: Pra Catinat is a joint-stock company with total public capital: Piedmont Region (pivot with 30% of capital in the society), Province of Turin (pivot with 30% of capital in the society), Municipality of Turin (pivot with 30% of capital in the society), Municipality of Asti, Pinerolo, Rivoli, Moncalieri, Val Chisone and Germanasca Mountain Community (with 10% of capital in the society) Municipality of Fenestrelle (which gave freely the building structure) <p>Financial framework: Public investments 97%; Private investments 3%</p>
6	Individuation and definition (<i>Application of criteria</i>) a. Contextualization	<p>a. Contextualization</p> <p>In this initiative are involved only public subjects. Local territorial resources enhanced in the practice are:</p> <ul style="list-style-type: none"> - environmental context - building heritage - local landscape <p>External resources integrated with local ones are:</p> <ul style="list-style-type: none"> - Piedmont regional law n.39, 1987 - European funds

	<p>b. Transferability</p> <p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>- external expert know-how</p> <p>b. Transferability The practice presents a specific aspect: the possibility to do research in a place with high level of quality of life. This solution can be used in other mountain contexts with the results: a) to offer qualified job for people who want to live in mountain areas, b) to create an important centre of mountain research as node of the macro-alpine region.</p> <p>c. Synergy and Integration The practice is included in a more general process of development of the Val Chisone. So, the process of integration is developed in interaction with other institutional policies.</p> <p>d. Efficiency Every year, training courses of Pra Catinat involves 7836 persons. Pra Catinat has also elaborated European Programme as Interreg III (Euromountains.net, “Giovani e sviluppo locale”, “Una montagna per tutti”), regional projects, Agenda 21, and other local projects.</p> <p>e. Effectiveness The solution has solved the initial problem - the re-use of the building structure – and it has implemented a function linked to the mountain context. 50 persons work in the structure.</p> <p>f. Increase The added value is referred to:</p> <ul style="list-style-type: none"> - the possibility to maintain work places in the valley, also with high level skills. - connection with the Orsiera Rocciavre Park. - network with other local important nodes.
7	Lessons learnt from the practice	Mountain context can be used to implement education, training and research activities in a context with high quality of life.
8	Contact information	Pra Catinat Dott.ssa Galetto – Responsible for training sector Website: www.pracatinat.it

No.	Section	Description
1	Title of the practice	Training courses for people employed in Scopriminiera Ecomuseum
2	Precise theme/issue tackled by the practice	<ul style="list-style-type: none"> - Knowledge of scientific issues related to geo-mine sites - Tourist guide - First aid
3	Objectives of the practice	To train people in order to be employed in the tourist sector as guide, specially for the visit of the mine sites
4	Location	The venue of the course: Italy, Piedmont Region, Municipality of Prali, Scopriminiera Ecomuseum
5	Detailed description of the practice	<ul style="list-style-type: none"> - Origin is linked to an idea of the Val Chisone and Germanasca Mountain Community concerning an innovative use of the abandoned local mines. - Timescale: Scopriminiera began its activity in 1995. Every year training courses are organized for people employed in the structure. - Subject involved: Val Chisone and Germanasca Mountain Community (pivot), local municipalities, local entrepreneurial activities in the receptivity sector, local subjects of the transport sector The process of development of this activity has been implemented through European Interreg Programme in which Val Chisone and Germanasca Mountain Community shared information, knowledge and so on with other European partners involved in a project on the tourism in mine sites. - Legal framework: Internal courses Scopriminiera is a limited company composed by public and private subjects. In this company Val Chisone and Germanasca Mountain Community is a majority shareholder. Financial framework: public and private investment
6	Individuation and definition (<i>Application of criteria</i>) a. Contextualization	<p>a. Contextualization</p> <p>This practice involves local public and private subjects. At the begin of this initiative, some problems emerged with the local people about a possible re-use of the mine site in tourist terms. The wounds of its closure and the related lost of jobs were still open. Moreover, the collaboration of the public subject with the company of management of mines was opposed. After some year, when Scoprimiera began an important tourist site in the valley, it was possible to create local networks.</p> <p>Local territorial resources enhanced in the practice are:</p> <ul style="list-style-type: none"> - environmental context - mine heritage - local landscape - presence of tourism in Germanasca Valley (especially winter tourism with a strong presence of second homes)

	<p>b. Transferability</p> <p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>- young people that live in valley External resources integrated with local ones are:</p> <ul style="list-style-type: none"> - Piedmont Regional Law on eco-museums - European funds <p>b. Transferability The practice can be transferred in other similar context. The elements of transferability regard:</p> <ul style="list-style-type: none"> - the link between training and job in a specific sector - the possibility to have training “on field” <p>c. Synergy and Integration Scoprimeria Ecomuseum is a tourist site involved in local networks of tourism (Forte di Fenestrelle, Museum of Taste, Valdese Museums, Latin school and other local private and public subject) and services (bus transport, receptivity structures, etc.).</p> <p>d. Efficiency Scoprimeria has increased the number of visitors during the years (22.000 visitors). The visitors are Italian , German and French.</p> <p>e. Effectiveness Scoprimeria Ecomuseum has increased its visit surface, including new mines. The structure employs 5 people with different roles and 8/12 guides</p> <p>f. Increase The added value is referred to:</p> <ul style="list-style-type: none"> - possibility to maintaining jobs in the valley - support to the tourist sector in the valley (hotels, restaurants, ...) - construction of tourist convention with other tourist sector and services.
7	Lessons learnt from the practice	The practice has put on evidence the strong link between training courses of Scoprimeria and a specific local resource (mine site) with an important role in the local economy and its innovative use.
8	Contact information	Scoprimeria Ecomuseum, Dott. Genre – Director of the Ecomuseum Website: www.scoprimeria.it

No.	Section	Description
1	Title of the practice	Training courses in the agricultural sector: from pruning and treatment of the orchard to agri-tourism and management of shelter structures to naturalistic engineering at Malva School
2	Precise theme/issue tackled by the practice	<ul style="list-style-type: none"> - Protection and enhancement of the agricultural biodiversity - Training in agricultural sector - Experiment in agricultural sector for local territory - Tourist enhancement of the territory
3	Objectives of the practice	To offer specific training in agricultural sector in Val Pellice
4	Location	The venue of the course: Italy, Piedmont Region, Val Pellice, Municipality of Bibiana.
5	Detailed description of the practice	<ul style="list-style-type: none"> - Origin e process: Malva School has a very old origin. At the begin of 1930 when Liborio Malva e Virginia Arnaldi died, Malva School was build on their fields, as they established in their will. In the middle of 1950 the activity of School finished and the fields were rent. In 1997 the contract of rent stopped and the School began again its mission. Actually, the Management Committee is composed by representative subjects of Municipality of Bibiana, Municipality of Pinerolo, Chamber of Commerce of Turin, Province of Tyrin and Farmers Union. - Timescale: 2001-2006 First Agreement among local public bodies in order to implement the activity of the School. Pivot of this agreement was Province of Turin, the other partners were 4 Mountain Communities, 16 local municipalities. 2007-2009 Second Agreement in which the pivot Piedmont Region and Chamber of Commerce of Turin gave new impulse to the School. - Subjects involved: Piedmont Region, Province of Turin, Valli del Pinerolese Mountain Community, Valle di Susa Mountain Community, Valli di Lanzo, Po, Bronda e Infernotto Mountain Community, 20 local municipalities located in province of Turin and Cuneo. <p>Legal framework: institutional courses Financial framework: 90% public investments, 10% other investments</p>
6	Individuation and definition (Application of criteria) a. Contextualization	<p>a. Contextualization</p> <p>Local territorial resources enhanced in the practice are:</p> <ul style="list-style-type: none"> - local agricultural know how - presence of a good local agricultural industries - young people who live in Val Pellice <p>External resources integrated with local ones are:</p> <ul style="list-style-type: none"> - the policies of the Province in terms of agriculture in mountain territories

	<p>b. Transferability</p> <p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>b. Transferability The practice can be used in other mountain contexts.</p> <p>c. Synergy and Integration Training courses are linked to projects of experimentation especially with the enhancement of local cultivations (vines and apple growing). Malva school collaborates with other subjects in training sector: Valle di Susa Mountain Community (training course for operators in vines growing sector); AGENFORM in the province of Cuneo (training courses for post-diploma level); Consorzio Forestale Alta Valle di Susa (training course to learn how to build with traditional materials); CIOFS (training course in the agricultural techniques concerning young people with social problems)</p> <p>d. Efficiency The number of students every year is around 50 persons. In the School it has been also created a Conservatory of Biodiversity centre where didactic visits for young students are organized.</p> <p>e. Effectiveness Person who work in the School: 7 employed, 2 collaborators, 20 external professors</p> <p>f. Increase The added value is referred to:</p> <ul style="list-style-type: none"> - the implementation of local micro-economy linked to specific typical products (potatoes and apple of mountain) - the creation of two local cooperatives of prune growing trained by Malva School - the increase of surface cultivated by local farms - the protection of the territory and the safeguard of ancient varieties of agricultural products - the creation of local economic networks - the support to agri-tourism in the valley
7	Lessons learnt from the practice	Malva School represents a good practice in which training sector is really linked to the economy of the valley (agricultural sector is the most important in the valley) and its mission implement the same sector
8	Contact information	Francesco Agli – Responsible for Training Scuola Malva Website: www.scuolamalva.it

No.	Section	Description
1	Title of the practice	Training courses to implement new Bed & Breakfast activities (familiar receptivity) especially for unemployed women who live in the mountain area
2	Precise theme/issue tackled by the practice	<ul style="list-style-type: none"> - Spread of receptivity and hospitality culture in the province of Turin - Support to new entrepreneurial activities in the receptivity sector especially in mountain areas with a familiar character (see Piedmont Regional Law 20/2000) - Improvement of receptivity in mountain areas near important winter stations - Offer of training courses linked to entrepreneurial activities characterized by low cost of management (hospitality is at home)
3	Objectives of the practice	Training of people (especially woman) in order to open bed & breakfast activities in the Winter Olympic mountain area (Winter Olympic Games 2006)
4	Location	<p>The venue of the courses: Italy, Piedmont Region, Municipality of Pinerolo.</p> <p>At first, the territories involved in the courses were the Olympic Valleys. Then, in a second time, the entire territory of the Province of Turin was involved.</p>
5	Detailed description of the practice	<ul style="list-style-type: none"> - The beginning is linked to the tourist policies implemented by the Province of Turin for the Winter Olympic Games 2006. At first the practice was included in a multiregional project (1999-2000); in a second time it was implemented only by the Province of Turin (2000-2001). - Subjects involved: Province of Turin (pivot), Dasein company (management), Val Chisone and Germanasca Mountain Community, Pinerolese Pedemontano Mountain Community, Val Pellice Mountain Community (supporter), local municipalities (supporter). - The process began thanks to the opportunity of using the European Funds Axis Equal by the Province of Turin. On this base the Province entrusted the management of the courses to Dasein company. From this initiative, the Province of Turin, along with the Italian Touring Club, the public tourist agencies of the area, the new associations of category (Scopripiemonte and Anbba) and consumers have created a quality label for bed & breakfast structures. <p>Legal framework: institutional courses Financial framework: not able to collect</p>
6	Individuation and definition (<i>Application of criteria</i>) a. Contextualization	<p>a. Contextualization</p> <p>The local subjects involved in the practice are public (Val Chisone and Germanasca Mountain Community, Pinerolese Pedemontano Mountain</p>

	<p>b. Transferability</p> <p>c. Synergy and Integration</p> <p>d. Efficiency</p> <p>e. Effectiveness (Possible demonstrated results)</p> <p>f. Increase</p>	<p>Community, Val Pellice Mountain Community and a lot of local municipalities with a role of spreading the initiative in the territory) and private actors (Dasein company)</p> <p>Local territorial resources enhanced in the practice are:</p> <ul style="list-style-type: none"> - environmental heritage - local landscape - building heritage - local population, especially woman interested in entrepreneurial activities <p>External resources integrated with local ones are:</p> <ul style="list-style-type: none"> - European funds - the politics of the Province in terms of tourist development in mountain areas which are outside the main tourism flows - a global event (Winter Olympic Games 2006) <p>b. Transferability The solution has already been proposed in other context of the Province of Turin.</p> <p>c. Synergy and Integration This practice is synergic with the institutional policies on mountain economy and occupation. This entrepreneurial activity in the tourist sector can be considered as a “complementary job” for the families.</p> <p>d. Efficiency The course has been attended by a good number of women. The high number of participation requests was the reason of a second edition of the course.</p> <p>e. Effectiveness The practice has solved the initial problem of increasing the receptivity in the Olympic Valleys</p> <table border="1" data-bbox="740 1332 1390 1675"> <tr> <td>ATL 2</td> <td>2000</td> <td>7</td> <td>17</td> <td>31</td> <td>9</td> </tr> <tr> <td></td> <td>2001</td> <td>18</td> <td>42</td> <td>80</td> <td>27</td> </tr> <tr> <td></td> <td>2002</td> <td>27</td> <td>60</td> <td>131</td> <td>38</td> </tr> <tr> <td></td> <td>2003</td> <td>32</td> <td>71</td> <td>148</td> <td>47</td> </tr> <tr> <td></td> <td>2004</td> <td>44</td> <td>89</td> <td>184</td> <td>64</td> </tr> <tr> <td></td> <td>2005</td> <td>68</td> <td>134</td> <td>284</td> <td>110</td> </tr> <tr> <td></td> <td>2006</td> <td>97</td> <td>191</td> <td>397</td> <td>158</td> </tr> <tr> <td></td> <td>2007</td> <td>104</td> <td>206</td> <td>429</td> <td>172</td> </tr> <tr> <td></td> <td>2008</td> <td>116</td> <td>235</td> <td>489</td> <td>198</td> </tr> <tr> <td></td> <td>2009</td> <td>113</td> <td>229</td> <td>482</td> <td>194</td> </tr> </table> <p>f. Increase The added value is referred to:</p> <ul style="list-style-type: none"> - the construction of a special agreement for the tourists of the B&B structures with other tourist services in order to buy local products and to use local services; - the realization of thematic courses to support the economic operator of the B&B structure; - the creation of a quality label for B&B structures that guarantees the conformity of specific criteria of quality of the structures 	ATL 2	2000	7	17	31	9		2001	18	42	80	27		2002	27	60	131	38		2003	32	71	148	47		2004	44	89	184	64		2005	68	134	284	110		2006	97	191	397	158		2007	104	206	429	172		2008	116	235	489	198		2009	113	229	482	194
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GOOD PRACTICES - EDUCATION AND TRAINING

7	Lessons learnt from the practice	This practice has combined internal and external resources in an innovative way through the proposition and implementation of a different receptivity structure (B&B) in a framework of institutional eco-tourist policies.
8	Contact information	Tourist Sector – Province of Turin Dott. Burgay Website: www.provincia.torino.it/turismo/bed_breakfast/index.htm

No.	Section	Description
1	Title of the practice	The Dala strategy – regional development of Dalarna (RUP)
2	Precise theme/issue tackled by the practice	A prerequisite that Region Dalarna would be responsible for regional development in the county, relevant participants were collected and with joined forces a policy was formulated to manage, coordinate and streamline the development in Dalarna. Competence supply is one of our major challenges in the Dala strategy.
3	Objectives of the practice	The Dala strategy is a strategy / vision document, not a program. It acts as an umbrella for a range of action plans, for example in business development, energy & environment, transport, public transport, gender equality, integration, competence supply, municipal comprehensive planning and other sub-regional development programs.
4	Location	Country: Sweden Region/district/municipality: Dalarna
5	Detailed description of the practice	<p>Origin: The development of the Dala strategy began late 2004 but in earnest it started in January 2005 when a project staff member was employed. This led to a massive force build-up of a variety of participants from both public and private sector and the voluntary sector.</p> <p>On 24 April 2006, Region Dalarna Executive Board made a decision on the implementation of the Dala strategy. There are county's leading municipality and county council politicians in the Executive Board. The document is therefore firmly anchored in Dalarna, both operationally and politically.</p> <p>Time Scale: step by step realization by 2016</p> <p>Bodies Involved / implementation: municipalities, sub-regions, county agencies, organisations, companies, educational institutions and civil society. With regard to putting the Dala strategy into practice, an especially big responsibility rests on Region Dalarna, the County Administrative Board with the state authorities (e.g. University) and on municipalities.</p> <p>Process and detailed content of the practice: The Dala strategy was developed through a broad cooperation between many different parties in Dalarna and was treated politically in Region Dalarna Executive Board.</p> <p>The Dala strategy shall be controlling or guiding for many different parties that in one way or another work with the development of Dalarna. The efforts are distributed accordingly to several different parties.</p> <p>The Dala Strategy describes the challenges, which Dalarna is facing and sets up a number of goal images. Competence supply is one of our major challenges and the goal is for Dalarna to become a learning region that meets the needs of people,</p>

		<p>business and society in competence and knowledge. Then, there are some principles which help to meet their goal images and achieve the vision that is also expressed in the document. Different parties have different responsibilities for strategy development in the Dala strategy. Region Dalarna`s work is expressed for example in the annual operational plans and the political drafting committees have been set up according to three routings, the capable, attractive and boundless Dalarna. Competence supply is in preparation for the drafting committee of the "capable Dalarna".</p> <p>Business implementation is expressed in the regional growth programme: "The capability of Dalarna". Some municipalities in the regional development work partly with the help of the Dala method and also with the support of new legislation so the municipal comprehensive plans can be more strategic.</p> <p>In 2010 work began with forming an "action plan" for learning and knowledge build-up in Dalarna, the so-called regional competence platform. On this basis, hopefully, an improved structure for educational institutions will be created.</p> <p>Legal framework: Region Dalarna on the basis of government regulation of regional development (now renamed the regional growth) is obliged to prepare a regional development program and coordinate the implementation of it.</p> <p>Financial framework:</p>
6	<p>Individuation and definition (Application of criteri)</p> <p>a) contextualization</p> <p>b) transferability</p> <p>c) synergy and integration</p> <p>d) efficiency</p>	<p>a) This is a best practice for regional development strategy. Based on this, an initiative for having a regional platform for competence supply in Dalarna was taken.</p> <p>Parties in different fields and from all over Dalarna have been involved in the development and now also in the actual implementation.</p> <p>The informant believes that the major problem in education is that people in Dalarna, especially young men have low education level.</p> <p>b) The methodology of the implementation of the Dala strategy could be transferred to other regions.</p> <p>c) The Dala strategy is financed mainly by public funds, internally and externally. Region Dalarna's own resources and sometimes the EU Objective 2 and Interreg.</p> <p>Those, who are involved in the implementation, are the ones we have listed in paragraph 5. No individual companies, however, business partners.</p> <p>d) Many people are involved in projects, activities, etc. that leads to the strategy is being carried out. A successful factor is that Dalarna has refined the regional governing document to a strategy rather than a program. It is based on consensus as Dalarna Region can not require someone to carry out what it says. Climate of cooperation has</p>

	<p>e)effectiveness (possible demonstrated results</p> <p>f) increase</p>	<p>improved. The Dala strategy is a political will which executed by Region Dalarna Executive Board. (A prerequisite for success.)</p> <p>e) A person has been employed full time for the development of the strategy. That person is now also responsible for the Dala method, which is used for local implementation of the strategy. Moreover, many people are responsible for the implementation.</p> <p>f) The Dala strategy will ultimately benefit the good life, ie. the social dimensions. There was an attempt to express and measure it through a lifestyle survey which was conducted in 2009. It showed, among other things, that 88 percent of people in Dalarna have a very good or fairly good quality of life and most people think of a good own future. From the survey detailed information can be obtained at the municipal level.</p> <p>The informant believes that the value of the strategy is the desire to work together, the created consensus and clearer roles are distributed among the regional parties. Dalarna does not any more ask for money from the government because that we feel "pity for ourselves" but rather because of our own merits.</p> <p>Some questions are bigger and can be easier solved on a regional or subregional level, such as secondary school cooperation. It can be difficult to maintain quality and quantity in a small community, collaboration can be a solution.</p>
7	Lessons learnt from the practice	<p>Possible demonstrated results (e.g. through indicators)</p> <p>Life environment survey: A few years ago a comprehensive survey was conducted. With the help of Dalarna Research Institute it was examined how people in Dalarna experienced their life environment. The survey included questions about life environment, public transport, employment, housing, utilities, etc.</p> <p>http://www.regiondalarna.se/Documents/Dalafakta/pejling090626.pdf</p>
8	Contact information	<p>Göran Grundström Region Dalarna, Goran.grundstrom@regiondalarna.se Tel: +46 23 77 70 49 Cellphone: +46 70 345 51 92</p>
9	Other possible interesting information	<p>Website: http://www.regiondalarna.se/Verksamhet/Engelska/The-Dalastrategy/ Various documents (reports, presentations, etc.)</p>

No.	Section	Description
1	Title of the practice	"The short path" (job training)
2	Precise theme/issue tackled by the practice	<p>Unemployment among immigrants is higher than among other groups in Dalarna. At the same time this group represents a very important labour resource. It is difficult for them to establish themselves in the Swedish labour market and difficult to get a job that is in accordance with their education and skills.</p> <p>"The short path" is job training for unemployed graduates from foreign countries and it was started to make it easier for them to establish themselves in the Swedish labour market.</p>
3	Objectives of the practice	<p>The goal is:</p> <p>First, to increase participants' possibility to obtain work in accordance with their qualifications / training;</p> <p>Alternatively, to prepare them for university studies aimed at supplementing their foreign degrees in accordance with the requirements of the Swedish labour market.</p> <p>With the help of this training programme these graduates are able to get into the Swedish labour market on a short way.</p> <p>At the same time the competitiveness of business community is strengthened by taking the advantage of these people's skills</p> <p>The course is organized as a commissioned programme at Dalarna University.</p>
4	Location	<p>Country: Sweden</p> <p>Region: Dalarna,</p> <p>Dalarna Borlänge</p>
5	Detailed description of the practice	<p>"The short path" is a job training which was commissioned by Employment Service from Dalarna University.</p> <p>The target group is primarily graduates from non-Nordic countries, newly arrived, not more than three years ago, have residence permits and good prognosis according to language tests. In case of place availability, other foreign-born graduates can be admitted. Employment Service directs participants to the course.</p> <p>The program started on 1st March this year and includes 26 weeks, 6 weeks of which are on-the job experience. The next course started on 7th June and is until 24th December.</p> <p>The programme includes:</p> <ul style="list-style-type: none"> Swedish language and professional Swedish language survey of participants' academic skills professional coaching and counselling on-the-job experience civics and cultural history IT, labour legislation, etc. <p>This is a full-time study; it is in Swedish and</p>

	<p>d)efficiency</p> <p>e)effectiveness (possible demonstrated results</p> <p>f) increase</p>	<p>Municipalities, Employment Service and Dalarna University have been involved in this education since its start. Business partners have not been involved, and there have been problems in finding on-the-job trainings for the participants.</p> <p>d) There are 14 participants in the on-going training. 20 people were assigned for the next course which started on 7 June.</p> <p>e) In this training a project manager works at 40% and a number of teachers are employed per hour, which gives approximately two full-time jobs in total.</p> <p>The project manager thinks that so far the training has helped to achieve the goal because two participants got jobs and a third is on the way to work. The knowledge about Sweden has increased and students perceive this education as meaningful. The training has also helped the students in developing important networks among themselves and networks between parties who are involved.</p> <p>According to the project manager, there are other training providers offering trainings to immigrants, but Dalarna University is an academy, the right organization for graduates. There is access to highly skilled staff and well trained teachers and the university has extensive experience in receiving international students.</p> <p>f) No assessment has been made yet but it will be implemented. The project manager believes that the benefit from others' experiences are stimulating and enriching for both participants, the university and the companies.</p> <p>Municipalities and Employment Service have understood that immigrants represent a labour resource. The question is whether companies can understand this, another reflection that the project manager does. Is there a fear of that which is unfamiliar to some of the firms?</p>
7	Lessons learnt from the practice	<p>Ongoing monitoring occurs during the training, and it is provided to the Employment Service.</p> <p>An evaluation will be done by Dalarna University and will be presented to the Employment Services</p> <p>It is difficult to find on-the-job training places.</p> <p>How few companies can see that immigrants represent labour resource.</p>
8	Contact information	Anette Timmerlind ati@du.se
9	Other possible interesting information	http://www.du.se/kortavagen

No.	Section	Description
1	Title of the practice	ICT Pedagogical Centre (information and communication technology) Netbased learning
2	Precise theme/issue tackled by the practice	More people need new, more flexible ways to study and learn. To meet this new ambition and to make education accessible to more people, it can be a way to create online courses. There is a need of change, both in our approach to meet the individuals' and organizations' ways to learn and in how technology is used in a meaningful way..
3	Objectives of the practice	The activity aims at developing the pedagogical skills in Netbased learning in which different forms of netbased teaching are analyzed and studied to determine the pedagogical ways that are suitable for different subjects. This is done by harnessing the expertise Dalarna University already has in the area, as well as in the region.
4	Location	Country: Sweden Region: Dalarna
5	Detailed description of the practice	<p>Origin: ICT pedagogical centre came about as part of a strategy / initiative in 2002 to improve education for county residents, which was among the lowest in the country. Distance learning was considered as a possible way forward to create the conditions for county residents to receive education without leaving their social context</p> <p>Time Scale: When it started, five courses and a nursing programme were offered at Dalarna University. Today almost all programmes and courses in the "soft" areas, for example in health and social care, are offered as netbased learning.</p> <p>Bodies Involved / Implementation: 60% of all education at Dalarna University is netbased learning. We have students in 62 countries, and they are mainly, Swedes living abroad.</p> <p>Detailed process and content of the practice:</p> <ul style="list-style-type: none"> • Supports the development of courses and programmes in the netbased learning and provides support for netbased courses. • Take advantage of the competence in ICT at Dalarna University

		<ul style="list-style-type: none"> • Developing applications for online education • Pedagogical content is prioritized over advanced technical solutions • Learning works as far as possible, regardless of time and space • Developing virtual learning environments • Participating in Next Generation Learning Programme (research and development) • Arranges courses, seminars and conferences related to ICT-pedagogy • Capturing information on the surrounding world in the field of ICT <p>Legal framework: ICT pedagogical centre is a department of the Education and Research Office at Dalarna University</p> <p>Financial framework: The department is financed under Dalarna University (public means)</p>
6	<p>Individuation and definition (Application of criteri)</p> <p>a) contextualization</p>	<p>a) ICT pedagogical centre carries out campus-based activities and it is part of the Education and Research Office which, among other things, works with educational development at Dalarna University. ICT works with all the courses at the University but also with the county, municipalities and trade and industry. ICT cooperates with municipalities, county and industry in further education in the field of ICT by, among others, organising conferences, seminars and courses. In relation to steel industry ICT has contributed to the implementation of a master programme in the small service industries.</p> <p>According to the informant, the biggest problem is that the level of knowledge of the future students from secondary schools is a bit too low in some subjects. Another problem is that it is still difficult to recruit men for the online courses.</p> <p>The expansion of technical education has been much slower than of other subjects. One big challenge is to raise the quality of online education and the way how it can be delivered for example through mobile phones.</p> <p>"Free start, free rate" is a two-year e-service programme which is unique in the country with its extreme flexibility which means that students, literally, can start whenever they want during a year, wherever they want in the programme, depending on prior knowledge, and learn at the rate they want</p>

	<p>b) transferability</p> <p>c) synergy and integration</p> <p>d) efficiency</p> <p>e) effectiveness (possible demonstrated results)</p>	<p>between about 10% up to 100% due to such factors as study habits and ability, life situation, etc. The programme, which is fully netbased with examinations and mentoring through Web meetings, is based upon a large number of modules or so-called Learning Objects and has proved to be well suited to both the individual students as well as to the needs of industry. No doubt there is great potential for higher education of this type, in order to meet requirements for just-in-time operations.</p> <p>b) At present, other educational institutions line up to learn from ICT. Three factors are important to be successful: 1. All staff participates in on-line education, instructors as well as professors, 2. Technology must be developed and 3. There must be support from the management.</p> <p>c) ICT is financed by internal public funds and partly through private revenues from industry and by other external stakeholders through commissioned education. Through netbased learning, there is an opportunity to study both the general education courses and individual courses. It is free resource for anyone who wants to use what Dalarna University offers. On I-tune, where you can download lectures for free, there is a lecture in Arabic, which is the sixth most downloaded lecture in the world. The possibility of studying at distance makes it possible for students to stay in their homes in their municipality. ICT is part of Dalarna University and interacts with different departments and with businesses, municipalities, county councils and municipalities.</p> <p>d) 12 000 students are taking part in online courses.</p> <p>e) 11 people work directly in the ICT. In addition, 400 teachers work in different ways in the netbased education. When the initiative started in 2002, the purpose was to raise the level of knowledge in Dalarna and it has been achieved. Many of the students had not come if there would not have been possibility to study at distance. There is a "fear", according to the informant, to study at Dalarna University among people from Dalarna. It is easier to do it at distance.</p>
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	f)increase	<p>ICT is major in real-time communications, they encounter students online which provides opportunities for interaction. The support line is crucial. Other universities in Sweden offer greater opportunities only for text communication.</p> <p>f, The possibility to study in higher education usually leads to professional development or to another more qualified professionals which, in turn, pay more. Women, with the possibility to study at distance, have more opportunities to combine family life and studies. More people can live in small communities and help to develop the local business community. This value-added information is the informant's own reflection.</p>
7	Lessons learnt from the practice	Possible demonstrated results (e.g. through indicators) A measure of quality is the pass rate, i.e. proportion of students completing their studies, and it is equally good both in the netbased education and in the regular campus courses
8	Contact information	Jan Svårdhagen, Högskolan Dalarna Development manager Tel. +46 23 77 81 38, cellphone +46 703 40 81 38
9	Other possible interesting information	Website www.du.se/ikt Various documents (reports, presentations, etc.) Corporate Plan, the Next Generation Learning- Draft of a plan for next-generation learning

No.	Section	Description
1	Title of the practice	DalaWux (DW)- Adult Learning and Development.
2	Precise theme/issue addressed by the practice	Dalarna is facing major challenges in terms of skills on the labour market. Business and public requirements for skilled personnel is a cornerstone for our future. Lifelong learning requires a continuous interaction between education and the surrounding society. The labour shortage is not only a result of demographic changes but also of a mismatch of skills in the labour market. Municipal adult education in the 15 municipalities in Dalarna work together for regional development with the DalaWux NGO. Development work is partly carried out by the DalaWux project.
3	Objectives of the practice	The DalaWux project objectives: - Conduct competence analyses of 1000 workplaces or 5000 individuals - Interact concerning implementation of requested courses according to implemented analyses. - Actively contribute in making more people employable in agreement with employment office forecasts and the county's demographic development. - Adjust the county's adult education to the objectives of the Dala Strategy (a regional development strategy) which emphasises the importance of business change and competitiveness and promotes skills that meet the needs of industry and society. - Through collaboration, increase accessibility to adult education throughout the county.
4	Location	Country: Sweden Region/district/municipality: Dalarna
5	Detailed description of the practice	Origin: : Adult Education in the municipalities in Dalarna has cooperated in various ways since the Education Initiative launched in 1997. In 2009 this cooperation was formalized by the DalaWux (DW) NGO. Timescale: The project period is 01/10/2009 - 30/09/2012 (3 years) Bodies involved/implementation: Adult education in the 15 municipalities in Dalarna. Process and detailed content of the practice: All members are committed to a common goal. The process leader has visited all municipalities and compiled existing education supply within Municipal Adult Education, Polytechnics and folk high schools. In addition the strengths of each municipality's adult education has been determined. Working groups will be formed based on DW objectives.

		<p>An important objective of DalaWux has been to ascertain what are the real education needs of employees and employers in Dalarna. The reason for this is that we followed up skill analyses carried out on 1,200 enterprises in 2006. The conclusion was that the range of courses in the county did not meet requirements. In the DalaWux association auspices and with the support of ESF funds, another skill analysis on 550 companies and over 2000 employees was carried out during the period 2008-2010. The analysis has provided valuable insights, such as the need for regional coordination. DalaWux experience and ambition has attracted attention nationally and highlighted as a good example of cooperation between Swedish Municipalities and Regions (SKL).</p> <p>During 2010 the Dala Wux association will prioritise the following:</p> <ul style="list-style-type: none"> - a proposal for a functional organisation for DalaWux, - in collaboration with Dalarna Region, create forums for discussing, planning and implementation of the strategic skill supply (the regional competence platform) - develop the municipal adult education's role as "brokers" and "driver". - develop flexible pedagogical models that include ICT support and work-integrated learning. - through the Dala Lift project 800 employees in individual/micro firms will acquire skills in finance, marketing, leadership and ICT. <p>Legal framework: DalaWux is a non-profit organization. The association has for three years been operating a project to enhance development opportunities based on the above objectives.</p> <p>Financial framework: The DalaWux association is funded through an annual membership fee based on the municipality population. The association has received funding from the Dalarna Region over the three-year period 2009-2012 to pursue the DalaWux project.</p>
6	<p>Identification and definition (Application of criteria) a) contextualization</p>	<p>a) DalaWux is an initiative, a non-profit association comprising adult education in Dalarna's 15 municipalities. Linked to this, part of the development work is carried out by the DalaWux project.</p> <p>DalaWux develops adult education to become a well-functioning player in the regional structure for the supply of skills by:</p> <ol style="list-style-type: none"> 1) identifying and responding to the regional labour market skill requirements 2) efficiently utilising public resources 3) contributing to accessibility and possibility of

	<p>b) transferability</p> <p>c) synergy and integration</p> <p>d) efficiency</p> <p>e) effectiveness (possible demonstrated results)</p> <p>f) increase</p>	<p>adult education coherently for the entire county. The “brokering role” is considered to be the major challenge in DalaWux’s work. That is, to get the right people in companies and organisations, but also to improve existing skills in companies and organisations (i.e. education for people at work)</p> <p>b) Yes, what is done in Dalarna could be done in other parts of Sweden.</p> <p>c) Competence analysis and training efforts have been made with European and regional development funds as well as fees from participating companies. Some efforts were part of the existing training provision while others were customised programs and commissioned education.</p> <p>DalaWux is part of the public service offering, i.e. the opportunity to develop skills. DalaWux has strong links with employment offices, Company organisations, Schools, Colleges, vocational education, and the Dalarna Region</p> <p>d) Difficult to get information on how many people are participating in education and projects within Dala-Wux.</p> <p>e) There is one employed process coordinator in Dala Wux (50%) + the DalaLift project leader:</p> <p>f) DalaWux should be demand-driven rather than supply-driven and should be organised to meet the need.</p> <p>Adult education in the county has contributed to increased education levels in Dalarna. In the early 1980s, Dalarna had one of Sweden’s lowest levels of education. Now we are in line with, or just above, the national average. Where would we have been without a commitment to adult learning? The informant believes that this has led to a revitalisation of employment and that attitudes to education have changed. The informant also believes that education efforts led to an increase in employment and that many are now able to keep their jobs and develop.</p>
7	Lessons learnt from the practice	Possible demonstrated results (e.g. through indicators)
8	Contact information	Kerstin Littke 070-667 14 39
9	Other possible interesting information	<p>Website: http://www.dalawux.se/Hem.aspx</p> <p>Various documents (reports, presentations, etc.)</p> <ul style="list-style-type: none"> - Interim report DalaWux 01/10/09-31/03/10 - Memorandum of increased regional focus on adult learning

No.	Section	Description
1	Title of the practice	Regional competence platform - Action for Training in Dalarna
2	Precise theme/issue addressed by the practice	Education and labour market requirements do not always coincide. Dalarna Region has been commissioned by the government to create a regional competence platform to better match supply and demand. Schools are in the midst of a process of change because of declining child population and the change that upper secondary school reform will bring about. Dalarna also has the problem of a large number of retirements which means that the need for workers with the correct skills increases.
3	Objectives of the practice	To establish a regional platform for cooperation between education providers, industries and labour market partners in order to improve the match between education and labour market requirements, i.e. that the training level, content and scope is consistent with the demand for labour.
4	Location	Country: Sweden Region/district/municipality: Dalarna, all 15 municipalities
5	Detailed description of the practice	Origin: The initiative started in December 2009 Timescale: the establishment of the platform will be carried out during 2010. Bodies involved/implementation: A working group has been set up with representatives from the Dalarna Region, adult education, Dalarna University, the employment office and Gysam (cooperation between secondary schools in six municipalities). Adult education, polytechnics, colleges, education associations and private training providers should also be coordinated in the platform. Process and detailed content of the practice: The Competence platform is in its formative stages. - A survey has been made of vocational training in Dalarna and the work continues for secondary schools, university and folk high schools. It is important to get an idea of the current range and scope as the basis for platform construction. - Commitment at the political level with a two-day seminar in March for the Dalarna Region Executive with a focus on skill issues. - A task force has been formed to build the platform. - Work to strengthen contacts with industry representatives and business is on-going. - Tourism industry college, technical college and healthcare college are free, written contact surfaces of platform construction. - Reglab projects in which 11 regions are

		<p>working together to train platforms. - An action plan for continued efforts is to be developed Local and regional players in both the labour market and education must work in harmony in order for skill supply and education planning to work in the short and long term. A knowledge base and need assessments should be developed. Consultation and dialogue should take place with government agencies. The platform will build on existing collaboration. Dialogue with stakeholders in neighbouring counties should be initiated. The aim is to: - get a better understanding and overview of skills and education. - coordinate need assessments - increase collaboration on skills and education planning - increase knowledge of education supply and demand. Legal framework: mission via Government regulation letters from December 2009. Support in the Dala strategy. Financial framework: The mission will take place within the framework of Dalarna Regional budget, i.e. with public funds. No new funds are forecasted from the state. One million Swedish crowns have been set aside by the Dalarnas Region with its own means.</p>
<p>6</p>	<p>Identification and definition (Application of criteria) a) contextualization b) transferability c) synergy and integration d) efficiency e) effectiveness (possible demonstrated results)</p>	<p>a) The regional competence platform will be implemented on behalf of the government. The Dalarna Region is responsible for the work which will be implemented in conjunction with relevant stakeholders in Dalarna. The main problem today, according to the informant, is the lack of coordination on the educational front, particularly in secondary schools. Municipalities must cooperate in order not to lose education places. A problem in the competence platform process is that there are so many groups that there is a risk of creating parallel systems. Important to streamline for better effectiveness. b) Depends on the educational structure in the specific region. c) The following institutions and companies are supposed to interact in the competence platform: see attachment. d) Thousands of people will be involved in the structural changes brought about by the regional competence platform. e) One person is mainly responsible for the work of the Dalarna regional competence platform. Not yet possible to say how many of the interacting players will be involved in the various working groups. The informant believes that this</p>

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	f)increase	<p>is a good method of coordination in the current situation, but also points out that we have no idea which professions will emerge but that it is important not to have an overly traditional view but to be open-minded and flexible.</p> <p>f) The regional competence platform will, by improving the match between supply and demand, better serve companies and the public sector with the "right skills" and ensure that workers are available in areas in which we foresee a skill shortage, such as health and social care. The added value is hopefully that successful companies are able to grow (rather than being forced to move) and that people have a higher quality of life with increased educational opportunities. (Better jobs, higher salary, etc.)</p>
7	Lessons learnt from the practice	<p>Possible demonstrated results (e.g. through indicators):</p> <p>Interim report has been made in late April 2010.</p>
8	Contact information	<p>Conny Danielsson, Region Dalarna, Project leader Tel. +46 23 77 70 53, mobile +46 70 388 70 35 conny.danielsson@regiondalarna.se</p>
9	Other possible interesting information	<p>Website: http://www.regiondalarna.se/Verksamhet/Engelska/Training--competence-/</p>

No.	Section	Description
1	Title of the practice	Tourism Industry College (TIC)
2	Precise theme/issue addressed by the practice	<p>Skill requirements in the tourism sector Dalarna has the largest tourism sector in Sweden outside the three large municipal areas. In 2009, Dalarna had a turnover of 4.5 billion SEK. In total, 12,259,000 guest nights (commercial guest nights 6 347 000) which generated the equivalent of 5 361 employees in full-time employment for the year.</p> <p>In future years, significant investments will be made in order to develop the tourism sector in Dalarna. It is expected that 10 billion will be invested and that this will lead to approx. 2000 new jobs. This, combined with the fact that people born in the 1940s will retire, means that many have to hire new employees in this sector.</p> <p>Most work in the tourism sector is seasonal. This is a problem for municipalities since many people live in and use the facilities of municipalities without paying tax there since they are registered elsewhere. If employment can be offered the whole year round, perhaps more people will choose to settle there permanently. This requires "double skills".</p> <p>Requirement inventories have been carried out within the tourism sector in Dalarna. They show that various skills are required: excellence, which requires certified education (for example, ski instructors with electrician skills), breadth, which requires versatility and the right attitude to the job, for example hotel/restaurant workers, and depth, that is vocational skills, for example a chef.</p>
3	Objectives of the practice	<p><i>2011 Vision:</i></p> <p>TIC must be an exciting and modern meeting place for business and education, offering the most the attractive education solutions in the tourism industry</p> <p>One objective is to have a common organisation for these industries and for training organisers and to achieve national acceptance.</p> <p>Effect:</p> <ul style="list-style-type: none"> - 25% increase in number of placements perceived as qualitative and rewarding for both student and organiser in 2011 (Assessment Year 1 is the base survey, followed up annually) - Student-perceived quality of training will increase 10% annually. 75% of students will be offered a job commensurate with their education upon completion of their course or continue with further studies in any of the tourism industry areas. - December 2010, all education providers will actively

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		<p>contribute to finding ways to continue cooperation in the Dalarna TIC and a proposal for how cooperation should be formalised through a possible agreement.</p> <p>- Dalarna TIC contributes to the region's attractiveness and is seen as a partner in the region's marketing.</p>
4	Location	<p>Country: Sweden Region: Dalarna Municipalities: Avesta, Borlänge, Falun, Gagnef, Hedemora, Leksand, Malung-Sälen, Mora, Orsa, Rättvik, Vansbro, Älvdalen</p>
5	Detailed description of the practice	<p>TIC was initiated by companies in the Siljan area for closer collaboration with education coordinators. In 2007, a feasibility study was carried out which led to a project aimed at establishing a forum for development between companies and education providers, coordinating internships to ensure quality education and developing practical training elements. A common platform was established for all schools / educational institutions and businesses by Fronter. This cooperation aims to give students the right skills for a future career in the tourism industry, both directly after high school and through further education, and to strengthen and develop the tourism industry in Dalarna. The tourism industry includes companies involved in: transportation, HORECA, activities and experience as well as sales and packaging.</p> <p>TIC Investigation The TIC has discussed which skills the tourism industry demands as well as the characteristics of future employees. Which occupations and levels should TIC offer in its various courses? What expectations does the tourism industry concerning these occupations? (knowledge, skills and attitudes) What needs should be included in training and what do students experience during training to become employable?</p> <p>Courses meeting the criteria of relevance and quality defined by tourism industry representatives have the opportunity to be quality assured and use the TIC brand.</p> <p>New project started in autumn 2009 with focus on implementation, quality assurance, collaboration, business intelligence and marketing</p> <p>Origin: feasibility study 2007-09-01 – 2007-11-30 Project: 2008-01-01 – 2009-10-31 (Siljan Region + 11 municipalities) Project: 09-11-01—11-06-30 (Dalarna Region + 12 municipalities) Bodies involved/implementation: Dalarna Region is the project owner and partners are 12(?) municipalities + Education Providers: http://english.bncollege.se/ Cooperating companies: http://english.bncollege.se/pages/our_parners/default.aspx</p>

		<p>Financial framework: Dalarna Region: 1,425,500 SEK Municipalities: 1,425,500 SEK</p>
6	<p>Identification and definition (Application of criteria) a) contextualization</p> <p>b) transferability</p> <p>c) synergy and integration</p> <p>d) efficiency</p> <p>e) effectiveness (possible demonstrated results)</p>	<p>a) TIC is an initiative which includes both the regional and local level with Dalarna Region and 12 municipalities. A forum exists in which the above organisations as well as representatives from education providers, i.e. secondary schools, colleges, polytechnics and the University and from companies in the tourism industry participate.</p> <p>The project manager's experience is that educations needs to meet the requirements of the tourism industry, but the main difficulty is to find out what the industry really needs. Several investigations have been undertaken, but the answers are not reliable. The skills companies say they need do not always correspond with their real needs. This makes it difficult to design education. Social skills are an essential ingredient in the tourism industry and education should focus on developing the soft values and educate young people to be "nice people". Many companies need employees with dual skills, such as ski instructor / electrician, but it is very expensive with individualised training. One solution is to create agreements with courses that already exist.</p> <p>Another major issue is how to attract young people to this type of training. Work in the tourism industry today is not as attractive as 10-15 years ago. Smaller towns can attract with good housing and living conditions during their studies. A prerequisite is to be able to attract many young people to the resort. Young people attract other young people.</p> <p>b) The model for the tourism industry college could well be implemented in a different geographical area but the project manager believes it should be further developed before it is possible to present a complete concept.</p> <p>c) TIC acts as an umbrella organisation for training in the Tourism industry from high school to University. Funding is via Dalarna Region and the participating municipalities with public funds. Companies contribute with time. Each municipality has a local program council whose main task is to ensure that interaction between school and work is of a high quality. Each school will also have agreements with the companies we work with. Examples of companies in the tourism industry are on the College website.</p> <p>d) At least 710 students are included in the educations offered by TIC.</p> <p>e) The project leader is working full-time on the project. In addition to the project team, forums and schools (teachers) are also included the project. TIC gives a regional perspective on skill requirements, allowing matching based on the region's needs. For example, shopping tourism in Falun / Borlänge, skiing in</p>

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	f)increase	<p>Sälen, culture around Lake Siljan.</p> <p>f) TIC has contributed to creating a youthful element in street life which has been positive for the inhabitants of small municipalities where young people tend to move away from the area after primary and secondary education. The students then act as ambassadors for Dalarna when they move elsewhere or get jobs in local businesses. With TIC, new networks have been formed between local and regional education and industry.</p>
7	Lessons learnt from the practice	<p>Possible demonstrated results (e.g. through indicators)</p> <p>Too early to see if the project has led to new jobs. No evaluation has been made yet. But valuable networks have been created through the project.</p>
8	Contact information	<p>Ninnie Guthrie: ninni.guthrie@telia.com, ninni.guthrie@regiondalarna.se</p>
9	Other possible interesting information	<p>Website: http://english.bncollege.se/pages/about/default.aspx www.orsa.se/scott</p> <p>Business plan 09-11-01 to 11-06-30 In-depth skills inventory 2009 For the project period 08-04-01 to 09-10-31</p> <p>Various documents (reports, presentations, etc.)</p>

No.	Section	Description
1	Title of the practice	Competence for regional growth and competitiveness
2	Precise theme/issue tackled by the practice	<p>Swedish-Norwegian cooperation project about competence in companies (1 / 5 2008-30/4 2011)</p> <p>More and more companies and organisations in Sweden and Norway are starting to have difficulties in recruiting employees because of the massive retirement of the employers born between 1940-1949. Many believe that there will be a competition for competence among companies.</p> <p>Dalarna is one of the first regions in Sweden in this generation shift. The pace of the retirements and a predicted shortage of skilled workers may lead to businesses moving from the region. Already, a number of companies have moved parts of their businesses to other countries through outsourcing, most often in order to get cheap labour. If it becomes too difficult to recruit skills at home, there are even greater risks that parts of the businesses will be located in other countries.</p>
3	Objectives of the practice	<p>To make it easier for small and medium-sized companies to attract, recruit and retain staff</p> <p>objectives:</p> <p>Establish and develop a concept based on RekryteringsLots (an association that aims to find jobs for the partners of persons that have got jobs and moved to Dalarna. RekryteringsLots transfer their names and CV:s to interested SMEs in the Falun- Borlänge region)</p> <p>Develop at least four networks between employers, large and small, private and public operators included.</p> <p>Develop and implement a minimum of four coaching programmes, where small and large employers meet.</p> <ul style="list-style-type: none"> - Develop and implement seminars and lectures in order to create meeting places for the companies in Dalarna and Hamar - Establish contacts between companies across the border, where the project has a role as a mediator. - Develop and establish a competence bank.
4	Location	Sweden, Six municipalities in Dalarna region, Falun, Borlange, Ludvika, Gagnef, Säter and Smedjebacken and three municipalities in Hamar region in Norway: Hamar, Strande o Loten
5	Detailed description of the practice	<p>The project has two main tracks</p> <p>1) Increasing interest in human affairs of small and medium-sized businesses to improve at taking care of their staff. Within the project they have started a coach program where the director of the small company is a person in charge and the personnel specialists of the big companies/ organisations are acting coaches. The program starts with joint training, where six pupils/mentees and six coaches meet. After that they meet once a month during a six-month period in which the coach acts as a sounding board and supports the president in staff matters.</p> <p>Working together to attract, recruit and retain staff, for</p>

		<p>example through Common job advertising and through common training. When big companies are recruiting new staff, persons who are not offered work but are assessed as skilled get the possibility to become included in a common competence bank that is built up during the project period. From this bank other smaller companies can recruit skilled staff. Joint seminars are arranged within the competence area. The project works hard to get the small businesses to participate in these. Project co-workers work with company visits where they visit the small and medium-sized companies and act as a sounding board in questions concerning personnel matters.</p>
6	<p>Individuation and definition (Application of criteria) a) project/action contextualisation</p> <p>b) transferability</p> <p>c) synergy and integration</p> <p>d) efficiency</p> <p>e) effectiveness (possible demonstrated results)</p>	<p>Project owner is Hamar region Utvikling (HRU) and the Falun-Borlänge region.</p> <p>The project manager's view on the most relevant problems of education are:</p> <p>Many young people who come to Dalarna University to study will be disappointed that there is no campus life because there are so many courses that are net based/on-line.</p> <p>The Swedish language training that is offered for immigrants and organised by the municipalities does not offer quality. There is quite a large recruitment of physicians and dentists from other countries. The project is working to find a job for the husband or wife who moves along. The current teaching of the Swedish language is perceived to take too long and not contain the required quality. Name transfer, these starters are often well educated and need to quickly learn Swedish to be able to start work.</p> <p>3. There is a shortage of technology education. There is a need for more Civil Engineering training programs and there are also few young people who are applying for technology programs. To meet the mismatch has the project developed a coaching program which seeks to strengthen interest in personal affairs of small and medium-sized companies?</p> <p>This concept can be copied and used by others and now they try a concept with some modification in Hamar, Norway.</p> <p>The project has been funded by both public (Region Dalarna and INTERREG IVA) and by private funds, a total of 3,765,000 SEK (376500 Euro) The project is not part of a separate curriculum.</p> <p>So far 906 people have participated in the project and the goal is 1200 people at the end of the project.</p> <p>28 people have participated in the coaching programme, the goal is 40.</p> <p>e) In Sweden, three people are directly working on the project and in Norway two people are working on the project. The project's steering group consists of six persons from both Norway and Sweden. In each country there is also a reference group consisting of four persons. The project is not yet finished but it is on its way to achieving its goals.</p> <p>The financial crisis that hit Sweden during autumn 2008 made the companies not so susceptible discussing</p>

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	f)increase	<p>recruiting and staff subjects. That has changed now and since the beginning of 2010 there is once again a need for recruiting and keeping staff.</p> <p>What makes this project special is that it has established a good contact with employers and that there is a willingness of the big companies to share their expertise on personnel matters with small companies. After the project is completed, the operations will be transferred to the RekryteringsLots (Pilot Recruitment) which is an existing association. That will make sure that the good work will continue.</p> <p>f) The project is intended to support small businesses with their personnel matters, recruiting and retaining staff. The project has led to a new network specifically developed through the coaching programme. It has also led to new ways of recruiting staff and to creating a joint bank staff. Everyone gains when the enterprises get the staff they need.</p>
7	Lessons learnt from the practice	<p>Progress reports with indicators of people who participated in the project, number of people who participated in training and the number of newly established network is reported regularly. A major evaluation will be made after year-end 2011.</p>
8	Contact information	<p>Lotta Strömmer 0243-73417 Lotta Strömer, project manager Tel +46 24 37 34 17</p>
9	Other possible interesting information	<p>Website Website /www.falunborlangeregionen.se www.rekryteringslots.se Project Description Various documents (reports, presentations, etc.)</p>

No.	Section	Description
1	Title of the practice	ABB Industrial High School
2	Precise theme/issue tackled by the practice	Swedish ABB is a leading provider of products and systems for power transmission and process and industrial automation. In Ludvika there are approximately 2600 employees. Since the early 1990s, ABB has had difficulty in obtaining the skills they need.
3	Objectives of the practice	The aim was to secure the supply of local skills and to attract more young people to become interested in technical careers.
4	Location	Country: Sweden Region / district / municipality: Ludvika Municipality
5	Detailed description of the practice	<p>Origin, Time Scale: 1995 the ABB Industri Gymnasium started in Ludvika. In July 2003 ownership was taken over by the staff. The school was allowed to keep its name, ABB Industrigymnasium</p> <p>Bodies Involved / Implementation: The School is an independent school operated by a corporation with a board and a CEO. ABB Industry High School is part of the local Teknikcollege where the regular education provider VBU is included together with representatives from local industry and unions.</p> <p>Detailed process and content of the Practice: ABB Industrial High School is a special designed program - industrial technology. Emphasis is placed on topics such as technology, finance, IT, language and communication. The content of the programme and the opportunity to read the 2500-3400 high school points makes Industrial High School students prepared both for work and college/university.</p> <p>One of the main efforts is to make teaching as similar as possible to the workplace. Instead of traditional lecture hours, the students study for full working days, shifts instead of traditional lectures. To develop the ability to work together with other students they are divided in groups supervised by teachers. The training lasts three years. During the first year a four-week workplace training is included at ABB and during the third year a workplace training, 3-4 weeks, abroad is included.</p> <p>Legal framework: ABB Industry High School is a public limited company owned by 20 members of staff</p> <p>Financial framework: The activity is financed by intermunicipality compensation (92%) and operating grants from ABB (8%)</p>
6	Individuation and definition (Application of criteria) a) contextualisation	a) ABB Industrial High School is an initiative currently run as a limited company owned by large sections of the staff. The company operates three schools, including one in Dalarna. The board includes personnel from the school, the trade unions and executive members in which the site manager for ABB Ludvika is one. ABB industrial school has been a member for two years in the

	<p>b) transferability</p> <p>c) synergy and integration</p> <p>d) efficiency</p> <p>e) effectiveness (possible demonstrated results)</p>	<p>local teknikcollege. According to the informant the most relevant problem regarding education is that students move from the region to study elsewhere despite the opportunities that are available here. Among students, it is considered more attractive to move to study at any of the larger universities despite the same courses being available in Dalarna. Another problem is that education is not valued as highly in an industrial community as in a big city. A major problem is to arrange good internships for the students. In times of recession, employers are afraid that the unions should speak up if they take on too many trainees and in times of economic boom the employers hardly have time to arrange internships well. One way to get better internships is to offer training to supervisors. Today this is done by the other educational institutions attending the teknikcollege but it has been hard to fill those courses.</p> <p>The proportion of girls is low in education, 14 of the 102 pupils are girls. This is a problem which the school is trying to work with in various ways.</p> <p>According to the informant is it very important to continue to develop cooperation with ABB in order to match supply and demand.</p> <p>ABB's Industrial High School has been a model for many other independent schools, such as Volvo and Saab. Many who have been interested in setting up independent schools have been visiting ABB's industrial school to copy the programme.</p> <p>c) The school is financed with external public funding, school fees from the municipality, and with an external private small operating grant from ABB, (8%). ABB Industrial High School is a general education with a special designed programme - industrial engineering studies which will be both vocational and college preparatory.</p> <p>ABB industrial high school is included in the local teknikcollege and cooperates with the other local education providers in the municipality. They can borrow resources from one another and teacher competencies. The cooperation with the local business community has also developed in connection with teknikcollege. ABB industrial high school also cooperates with Dalarna University mechanical engineering education and with which is a cluster initiative in which industry, government and universities working together to strengthen the region's global leadership in power technology.</p> <p>d) 102 pupils (34 in each grade) participate in the training.</p> <p>e) 7 full-time teachers and a headmaster who divides his time between three schools are working at ABB Industrial High School.</p> <p>Companies and College / university are very positive, according to the informant, for ABB industrial high school. The training is broad but specialised. Once students start working they do not need a long introduction to ABB because they often have had both internships and summer jobs during training.</p>
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	f)increase	<p>From college they have received positive feedback because the students from the ABB industrial high school have good study skills and a high level of knowledge.</p> <p>According to the informant it is the school's ability to offer students to read an extended program which provides good conditions for reading on campus. Some other factors that make education different from other regular courses are for example the school premises, which are open between 7.00-20.00 and where the pupils have their own computer and work station. The teachers have their working time between 8-17 and can assist the students even after finishing classes.</p> <p>f) We have seen that there is a lot of young people, about 25-30 years returning to Ludvika after finishing their studies outside Dalarna.</p> <p>The school is also sponsoring various youth activities in the area.</p>
7	Lessons learnt from the practice	<p>In June 2010 34 pupils ended school 20 of which had applied for higher studies and the remaining 14 had obtained work.</p> <p>It is very important to have a good cooperation between schools and businesses.</p>
8	Contact information	<p>Torbjorn Gustafsson, site manager ABB Industrial High School Tel +46 24 05 91 347, cellphone +46 70 69 59 735</p>
9	Other possible interesting information	<p>Website www.abbindustrigymnasium.se Various documents (reports, presentations, etc.) Quality Report 2005</p>

No.	Section	Description
1	Title of the practice	Health and Social Care College Dalarna
2	Precise theme/issue tackled by the practice	<p>The number of applicants for health care education has declined in recent years. At the same time, the need for personnel in health care will increase up to 2020 when those, who were born in the 40s, reach 80 years of age and an increased need for care arises. The forthcoming generational change in health care is significant and there is a risk that the lack of professionals would be acute.</p> <p>A qualitative and quantitative effort must be made at both youth and adult education and for those who already work in the health and social care sector it is needed to have easier access to skills development</p>
3	Objectives of the practice	<p>Health and Social Care College aims to;</p> <ul style="list-style-type: none"> • Attract more people to educate themselves within the health and social care sector. • Get more appropriate and suitable training. • Increase the possibility of employment of students. • Improve access to skills development for those who already have jobs
4	Location	<p>Country: Sweden</p> <p>Region/district/municipality: So far, three certified areas in Dalarna, Ludvika-Smedjebacken, Mora-Orsa and Falun-Borlänge-Säter. Others, in progress, are: Gagnef-Leksand-Rättvik, Avesta-Hedemora and Vansbro-Malung. Älvdalen is not included.</p>
5	Detailed description of the practice	<p>Origin: Health and Social Care College is a national initiative based on an agreement in which private employers and training providers, Swedish municipalities, County councils and Local Authorities are involved. Collaboration takes place at national, regional and local levels.</p> <p>Time Scale: Dalarna became certified as a regional Health and Social Care College in December 2008. In the spring of 2010, three local areas have been certified so far, Falun / Borlänge / Säter, Ludvika / Smedjebacken and Mora / Orsa.</p> <p>Bodies Involved / implementation At the local level there is interaction between local public health and social care employers, local private health and social care companies, unions and education coordinators.</p> <p>Detailed process and content of the practice. Collaboration in the Health and Social Care College is about to develop, adapt and implement health and social care training and skills development for existing staff. It will, for example, ensure the availability of on-the-job experience, mentors, and summer temporary</p>

		<p>positions and it also will ensure that the education is the one thing that there is really demand for in the labour market. A Health and Social Care College will offer distance learning, and it is steeped in health.</p> <p>Legal framework Health and Social Care College is a protected trademark and may only be used when quality criteria are met.</p> <p>Financial framework: internal and external public financing and private funding, individuals do not pay anything.</p>
6	<p>Individuation and definition (Application of criteria)</p> <p>a) contextualisation</p> <p>b) transferability</p> <p>c) synergy and integration</p> <p>d) efficiency</p>	<p>a) Health and Social Care College is a national initiative organised on three levels: national, regional and local level where the interaction takes place between municipalities, county councils, private healthcare companies, trade unions and training providers.</p> <p>The informant believes that there is a big challenge to make young people become interested in studying and it is still not valued as much to go on with studies.</p> <p>Another problem that the informant is highlighting is the new admission regulations to the University that will make it much harder to study as an adult. It is in the system that children already in the 4-6th grade must choose occupation tactically. According to the informant, the biggest problem is that there are only a few who are to study at Health and Social Care College. Health and social care professions have not been attractive and still have a stamp of being low paid professions where mainly women work. It is positive that in some municipalities the number of applications for the forthcoming autumn has increased.</p> <p>In the Health and Social Care College there will be a lot of work with skills development of existing employees, for example short courses and training for supervisors who work with trainees.</p> <p>b) It is possible to repeat Health and Social Care College in other regions. The structure is the same all over Sweden. In Värmland and Skåne they have come far.</p> <p>c) As regards the financing of Health and Social Care College, the training provider is responsible for teachers` and material costs and the industry is responsible for the on-the-job experience and the time when the employees participate in training, so there are both internal and external public financing and private financing.</p> <p>Health and Social Care College at the local level offers both general education and single courses and it is part of the education system, such as secondary, adult and higher vocational education.</p> <p>d) There are approximately 400 students at the Health and Social Care College in Dalarna.</p>

	<p>e)effectiveness (possible demonstrated results)</p> <p>f)increase</p>	<p>e) A project manager at 50% and a number of teachers are employed. Among healthcare providers, there is a number of instructors who are trained to accept trainees during their studies.</p> <p>The informant thinks that Health and Social Care College will have a major role in helping to lift the status of this education and in fact, it can already be seen that the number of candidates has already risen slightly. She also believes that there could be a profitable exchange between health care providers training mentors who work with trainees. There will be opportunities that provide specific training for those mentors and they will be invited for lectures and seminars organised by Health and Social Care College.</p> <p>According to the informant, what is distinct from other Health and social care programmes is that there is a clear and concrete interaction / dialogue between the public and private healthcare companies and education providers on what skills they need and the opportunity to get job experience. All participants, who complete a course of at least six months and pass all subjects, receive a diploma.</p> <p>f) Health and Social Care College aims primarily at improving the competence of staff and therefore the treatment of people receiving care in the local neighbourhood.</p> <p>Health and Social Care College is steeped in health, so mental and physical health is strengthened by all parties; patients, students and existing staff. It is important that a person, who is taking care of other people's health, has good health.</p> <p>The informant believes that the new perspective on health education will lead to changing the shape of health care professions, including health coaches. These people will take into consideration what elderly people can do and these skills will be developed.</p>
7	Lessons learnt from the practice	Possible demonstrated results (e g. through indicators) To become certified as a Health and Social Care College it is required to meet a number of criteria. Certification is valid for 3 years, no matter which level is concerned. Follow-ups are made every year.
8	Contact information	Anna-Karin Fändrik , projektledare Västerbergslagens utbildningsförbund(VBU) Tel +46 24 05 65 957 anna.karin.fandrik@vbu.ludvika.se
9	Other possible interesting information	Website www.vbu.se Nationell www.vo-college.se Various documents (reports, presentations, etc.)

No.	Section	Description
1	Title of the practice	Learning Centre in Salen
2	Precise theme/issue tackled by the practice	<p>Sälen is Scandinavia's main tourist area with about 2 million visitors nights per year. During the winter season, about 80 000 people visit the Sälen area daily.</p> <p>Many young people come from other localities in Dalarna and the rest of Sweden to work in the tourism industry during the peak season (December-April), but leave the area during the low season. Over the next few years an expansion of the area is planned with 27 000 new beds that are expected to provide 2000 new jobs. This increases the need to recruit and retain skilled personnel.</p>
3	Objectives of the practice	<p>Learning Centre Salen is a local office in Malung-Sälen Municipality. Lärcentum Salen works as a development office in which municipal services in secondary and adult education and industry and recreation issues are combined in one development service. The aim is to offer services from a municipal perspective to individuals, entrepreneurs and associations in the Sälen area.</p>
4	Location	<p>Country: Sweden / District / Municipality of Malung-Sälen</p>
5	Detailed description of the practice	<p>Origin Time Scale Learning Centre Salen started in 2000 in connection with the Adult Education Initiative, which was a national program to raise the education level of the adult population Today, the Learning Centre Salen is a local development agency which, is working to meet the needs of skilled personnel in tourism businesses.</p> <p>Bodies Involved / implementation Learning Centre Salen is an initiative, collaboration between the municipality's adult education, secondary education, Dalarna University and the Polytechnic, the tourism industry and the local business community.</p> <p>Learning Centre Salen offers secondary education for adults, higher education distance learning, university exams, Dalarna University in Salen, guidance, and contract training. in Malung offers hotel and restaurant programmes where students from all over Sweden can apply for training. The third year of this training programme is located in Sälen.</p> <p>Throughout the course students participate in various activities and events, linked directly to Sälenfjällen and closely with Sälen hotel and restaurant businesses.</p> <p>Now Lärcenter Sälen is working with activities as apprenticeship project, polytechnic (yh)</p>

		<p>courses and business-located education that are linked to companies needs. Together with a vocational college in another municipality in Dalarna they are planning to start a new polytechnic to respond to different needs of the tourism industries such as, hotel, kitchen, dining and entertainment. Cooperation is also underway among several municipalities in the Siljan area where summer tourism is important. The aim is to increase opportunities for year-round work for the seasonal employees by offering work in Sälen during the winter and during summer in the Siljan region. Legal framework Lärcentum Sälen is a local activity in the Malung-Sälen municipality. Financial Framework Learning Centre Salen is financed with municipal means.</p>
<p>6</p>	<p>Individuation and definition (Application of criteria) a) contextualisation</p> <p>b) transferability</p> <p>c) synergy and integration</p> <p>d) efficiency</p>	<p>a) Until now it has been possible for all students in Sweden to attend the tourist and hotel training program. According to the informant, new rules makes that impossible in the future and this will lead to great difficulties to meet the needs of staff in the region. According to the National School Board website is it possible to make a special request to conduct nationwide recruiting training courses for reasons of social needs that cannot be met otherwise. However, it is unclear how these assessments will be made by the school work (Author's note) The regulations and complex administration sometimes delayed and even stopped the development of the courses required to meet the needs of tourism businesses in the area. School is perceived not to be as flexible as business demands. Infrastructure with housing and transportation for students also needs to be developed. In order to address mismatches between supply and training needs of staff Lärcentrum Salen has tried to do a short training intervention (3days) for existing employees. 39 people attended the course. It was successful and they will continue to invest in this type of education where learning centres in conjunction with private operators form the courses. b) Informant absolutely believe that it is possible to repeat the Learning Centre Salen in a different area or region with a similar structure. c) Learning Centre is financed by municipal funds. The short customised training is financed with public funds from the local municipality and with private funds from local tourism businesses. Malung-Sälen Municipality and tourism businesses interact in the School Learning Centre Salen. d) The number of students who are studying at</p>

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	<p>e)effectiveness (possible demonstrated results)</p> <p>f)increase</p>	<p>the Learning Centre Salen varies depending on the current course offerings. Approximately 100 people visit the Learning Centre each year to use the online option to take the exam. Primarily these are people who are either here on vacation, or people who are seasonally employed in the tourism business. e) One person is employed full-time working in education and development. A number of learning resources can be called upon when needed. The uniqueness of the Learning Centre Salen is that most students who study here are not permanent residents in the area. They are here for seasonal work, or to see the sights. The Learning Centre therefore offers extended opening hours to make it possible to take exams on both evenings and weekends. f) Much work is also going on trying to get seasonal workers to remain and reside in Salen. This work is done in collaboration with voluntary organisations and municipal administrations and other tourism businesses. Earlier, it was not so many of the locals who wanted to work in the tourism industry, but this trend has reversed over the past number of years. During the high season there is almost no unemployment in the area.</p>
7	Lessons learnt from the practice	
8	Contact information	<p>Business developer Lärcentrum Sälen Tel +46 28 01 87 20, cellphone +46 70 59 72 137</p>
9	Other possible interesting information	<p>Website / www.malung.se / larcentrsalen.asp Various documents (reports, presentations, etc.)</p>

No.	Section	Description
1	Title of the practice	Recruitment in tourism sector
2	Precise theme/issue addressed by the practice	Recruitment in tourism sector
3	Objectives of the practice	Students in Secondary School about to choose studies in Upper Secondary School
4	Location	Norway. Hallingdal region in Buskerud County
5	Detailed description of the practice	<p>Origin. Hallingdal region in Buskerud County</p> <p>Timescale. 4 years school/apprenticeship</p> <p>Bodies involved/implementation. Upper secondary schools, tourist businesses</p> <p>Process and detailed content of the practice: The tourist industry needs more skilled, stable, local labour rather than unskilled, foreign, seasonal workers. The County Authority responsible for Upper Secondary School has, together with the tourist industry, established a new four-year study programme which gives both a certificate of completed apprenticeship as well as university admission certification. The study programme is a combination of normal schooling and apprenticeship in industry. The tourist industry promotes the study programme both by sending young workers to visit secondary schools and by inviting classes from secondary schools to study trips in the industry.</p> <p>Legal framework. Part of upper secondary school education</p> <p>Financial framework. Public and private</p>
6	Identification and definition (Application of criteria) a. Contextualization b. Transferability c. Synergy and Integration d. Efficiency e. Effectiveness f. Increase	<p>Solving problems with local recruitment in tourism sector to maintain the desired quality of the tourism product</p> <p>Can be transferred to other branches and other areas</p> <p>Positive effects both for upper secondary school and companies. Mix of public and private funding</p> <p style="text-align: center;">5</p> <p style="text-align: center;">15</p> <p>More young people start working locally instead of moving out of the region</p>
7	Lessons learnt from the practice Evaluation	Visits from young workers and day trips of students from secondary school to companies has been very important Possible demonstrated results (e.g. through indicators). No evaluation so far. Expected results; better recruitment in tourism sector and more young people staying in the region.
8	Contact information	v/Erna Viken Holvik tlf.+4732096973/+4746748676 email erna.holvik@hol.kommune.no

No.	Section	Description
1	Title of the practice	Service minded and hospitality study
2	Precise theme/issue addressed by the practice	Knowledge and hospitality study for the tourist industry and others in connection with tourists. The goal is to maintain and increase the good reputation of Hemsedal.
3	Objectives of the practice	The goal is that everyone working in the municipality completes the study
4	Location	Hemsedal municipality, Buskerud, Norway
5	Detailed description of the practice	<p>Origin: Hemsedal municipality in Buskerud County</p> <p>Bodies involved/implementation: Local industry and the municipality</p> <p>Process and detailed content of the practice: The study is developed for/by Hemsedal municipality together with the local tourist industry. It is a web-based study for existing and new labour. 1/3 of the study concerns knowledge of the municipality and surroundings while the rest is related to hospitality. The tourist office aims to have everyone working in Hemsedal complete the study, whatever branch they represent. In a small municipality, with around 10 times as many tourists as inhabitants in certain period, all inhabitants become a host at certain times.</p> <p>Legal framework. This is not part of ordinary education</p> <p>Financial framework. 80% private funding. 20% public</p>
6	Identification and definition (Application of criteria) a. Contextualization b. Transferability c. Synergy and Integration d. Efficiency e. Effectiveness f. Increase	<p>The goal is to maintain and increase the good reputation of Hemsedal as one of Norway's largest ski destinations.</p> <p>The system is transferable, but the content must be adjusted to local requirements/demands/reality</p> <p>The program helps newly immigrated inhabitants to be better integrated in society as well as ensuring the quality of the Hemsedal tourism product</p> <p>Some work the first year, to establish the system. Afterwards only a small updating of the system 450 persons over 4 years. More have started but not yet finished.</p>
7	Lessons learnt from the practice	Those who have finished the study have become very good ambassadors for the region. Positive effect on reputation
8	Contact information	Gunn Eidhamar phone: + 47 32 05 50 30 mailto: gunn@hemsedal.com
9	Other possible interesting information	<p>WEB: http://www.hemsedal.com</p> <p>Information about the study (only in Norwegian) http://hemsedal.wp.karbon.no/index.jsp?a=99954&exp=1232</p>

No.	Section	Description
1	Title of the practice	Industry and recruiting
2	Precise theme/issue addressed by the practice	Recruiting of skilled labour to local industry
3	Objectives of the practice	Students in Secondary School about to choose studies in Upper Secondary School
4	Location	Norway. Hallingdal region in Buskerud County
5	Detailed description of the practice	<p>Origin: Hallingdal region in Buskerud County Bodies involved/implementation: Local industry and municipalities/Secondary School Process and detailed content of the practice: Several local industries needed to recruit more skilled labour for their factories. Through a partnership with municipalities, industry has established a team of young workers, with different skills, who visit secondary schools to present their jobs and reasons why more young people should choose this direction. Industry is also cooperating on their stand at an annual exhibition for young people choosing their career. Industry is also cooperating with Upper Secondary School concerning special studies related to their profession. Legal framework. Part of upper secondary school Financial framework. 80% private funding. 20% public</p>
6	Identification and definition (Application of criteria) a. Contextualization b. Transferability c. Synergy and Integration d. Efficiency e. Effectiveness f. Increase	<p>Solving the problem of aging base of skilled workers in industry Can be transferred to other branches and other areas Young people will stay in the region. Integrated into education in Upper Secondary School. Young people disillusioned with school have the possibility to take part of their education in industry. Industries cooperate more than before, not only concerning recruiting, but also in other areas. 10 businesses</p> <p>Increased interest for education related to industry.</p>
7	Lessons learnt from the practice	Industries report that this is an excellent way of recruiting skilled labour
8	Contact information	Reidar Løkken, DEFA phone +4732067700 Lars Riise, Gol Staal, phone +4732074277 Email: post@golstaal.no .
9	Other possible interesting information	Web: www.defa.com Web: www.golstaal.no

No.	Section	Description
1	Title of the practice	Recruitment of healthcare labour
2	Precise theme/issue addressed by the practice	Cooperation between Upper Secondary School and the municipalities in Hallingdal region to address lack of skilled healthcare labour.
3	Objectives of the practice	Students in Secondary School about to choose studies in Upper Secondary School
4	Location	Hallingdal region, Buskerud, Norway
5	Detailed description of the practice	<p>Origin: Hallingdal region in Buskerud County Bodies involved/implementation: Municipalities and Secondary School</p> <p>Process and detailed content of the practice: The background was few applicants for healthcare studies combined with lack of skilled health care personnel in the municipalities. The project was the first to establish a team of young workers to do PR for the study and demonstrate their work in secondary schools.</p> <p>Legal framework. Part of upper secondary school Financial framework. Public funded</p>
6	Identification and definition (Application of criteria) a. Contextualization b. Transferability c. Synergy and Integration d. Efficiency e. Effectiveness f. Increase	<p>Solving problem of lack of skilled healthcare personnel. Yes</p> <p>Upper Secondary School doubled the number of applicants for studies the first year of the project. The lack of skilled personnel has also declined.</p>
7	Lessons learnt from the practice	
8	Contact information	Karsten Didriksen phone +4732085000 mailto:karsten.dideriksen@aal.kommune.no

No.	Section	Description
1	Title of the practice	Recruiting to wood industry
2	Precise theme/issue tackled by the practice	Aging labour combined with problems with recruiting of young people. To few skilled labour
3	Objectives of the practice	Young pupils about to choose their future occupation
4	Location	Hallingdal and Numedal region, Buskerud , Norway
5	Detailed description of the practice	Presentation of the profession and companies in secondary school, combined with students designing their own furniture, making models and ended the work in upper secondary school
6	Individuation and definition (Application of criteria)	
	a. Contextualization	Partnership agreement between “Treringen”, a cooperation between 43 manufacturers of furniture, interiors and wood products, and Lower Secondary Schools, owned by the municipalities, and Upper Secondary Schools, owned by Buskerud County Authority. A lot of the lower mountain area in Norway is covered with forest. Consequently the wood industry is using local recourses in local places of work. To make this industry available to continue, by improve their access to new, skilled, employers, is important for the mountain region
	b. Transferability	The system can easily be transformed to other industry, but it depends both on a well organised industry and cooperation between Lower and Upper Secondary Schools.
	c. Synergy and Integration	
	d. Efficiency	The project does not create new sort of education, but increases the interest for an existing education within wood industry. Through this it also secure the offer of this education.
	e. Effectiveness	The project increases young peoples possibilities to get a job in the mountain area and settle there, instead of emigrate to more urban areas
	f. Increase	By access to young employers the wood industry might be more innovative in the long run
7	Evaluation	New all time high applications for apprentices in Hallingdal
8	Lessons learnt from the practice	Good information, by concrete examples, to young pupils is important for their future occupation.
9	Contact information	Jan Larsen phone +4733364566 email trering@online.no
10	Other possible interesting information	

No.	Section	Description
1	Title of the practice	Trysil Akademiet (Trysil Academy)
2	Precise theme/issue tackled by the practice	It offers a wide range of competence-rising courses
3	Objectives of the practice	Filling in the gaps in competence
4	Location	Country: Norway Region/district/municipality: Trysil municipality
5	Detailed description of the practice	<p>Origin: Trysil is one of the biggest winter-tourist destinations in Norway. They had a gap in the need for employees and what competence the local people had.</p> <p>Timescale: 2004 →</p> <p>Bodies involved/implementation: Trysil municipality, Hedmark County Council, Destination Trysil, Hedmark University College, Moelven Trysil</p> <p>Process and detailed content of the practice: Started out with a detailed and large survey/mapping which mapped the need of the local businesses. They did then offer many competence gaps that this survey discovered. Now the businesses in the region are coming to Trysil Akademiet with their competence needs.</p> <p>Legal framework. Using national study-plans for the different courses. Courses that not have national study-plans are adjusted to fit the needs of the local businesses.</p> <p>Financial framework: Partnerships, private and public financing.</p>
6	Evaluation	<p>Possible demonstrated results (e.g. through indicators):</p> <p>So fare 1778 participants in different courses. Good experience with the networking (important)</p> <p>The survey/mapping conducted in 2004 revealed a large local need for local education with local adoptions/adjustment. Private sector are not so concerned about giving formal education with graduating points, while public sector are more concerned about that.</p> <p>Problem with somebody not turning up without telling</p> <p>It is important to adjust hours to when participants have the possibility to participate. This can be a challenge due to the fact that this offer address to grownups that often have a family with children.</p> <p>The offer can't be too expensive.</p> <p>The survey did discover a large, not served, local need for competence.</p> <p>It is not easy to get the businesses to invest in competence and it is not easy to get people to invest time and money in competence in the beginning. They don't see the need for it.</p>

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		<p>By doing this survey/mapping mentioned earlier they discovered the local needs for/lack of competence. This made it possible to start where the lack of/need of competence where largest. This in the next led to the wants and needs for more knowledge in other areas. The informant said that all this then led to a will and a “movement” for higher competence due to a will of educating employees.</p> <p>Many different competence providers have provided different courses. This is important to have because the level of education differs a lot from tourist hosting (Trysil Vertskap) to graduate courses (15 study credits).</p> <p>A positive result locally can be seen on people self-confidence and that they have “grown” in their jobs.</p> <p>Local networks between people have also increased.</p>
7	Lessons learnt from the practice	<p>Ask the local business what their needs are, adopt to the fact that you are coping with adults, often with family (need for part-time and use of ICT)</p> <p>Transferable to all regions, but one need a good survey/mapping to start in the right end. Adopting the offer to the different user groups is also important (a plumber might need a formal certificate to do a job, while a part time tourist host maybe only need a 3 hour interactive course where you only get a paper to put on the wall). Adoption to the fact that you are coping with grownups often with family also puts some restrictions on how to handle it and how you makes the offer.</p> <p>Policy: Due to the fact that it is not easy to get businesses and people to invest time and money in competence it is important to have a policy where there are some start-funding and a funding to run this kind of project in an area. The need for competence is often not showed at once, and you need some time to start the “movement” mentioned above.</p> <p>It is also important that the laws for education open for an “onsite” education of any degree. It is also important that the different competence-providers in cooperation with students and businesses can make a flexible enough offer that can make it possible to complete the education. This costs often and again it is important that there are some founding for this kind of project.</p>
8	Contact information	Staffan Bergqvist, TrysilAkademiet
9	Other possible interesting information	Website - Various documents (reports, presentations, etc.

No.	Section	Description
1	Title of the practice	Trysil Vertskap (Trysil Hosting)
2	Precise theme/issue tackled by the practice	Giving employees at Norway larges wintersport-destination a good education in hosting and handling tourists.
3	Objectives of the practice	Giving employees a training in hosting tourist and in that way giving the hole of Trysil a good reputation as a destination where tourist are welcome.
4	Location	Country: Norway Region/district/municipality: Hedmark County/Trysil municipality
5	Detailed description of the practice	<p>Origin: Trysil scored on average on tourist satisfaction some years ago. They needed a more skilled and positive attitude worker at the “front desk” when meeting tourists.</p> <p>Timescale: Started out in 2005 or 2006</p> <p>Bodies involved/implementation: Local businesses and persons with competence on handling of tourists.</p> <p>Process and detailed content of the practice: Most new employees (guest workers) get an 3 day course where they get to know Trysil and what it have to offer and they are trained in meeting and handling tourists thru lectures and group work/workshops.</p> <p>Legal framework: Courses are adapted and develop each year</p> <p>Financial framework: Financed private (businesses) and public.</p> <p>The course is now also made interactive by ICT to make it cheaper and easy accessible.</p>
6	Evaluation	<p>Possible demonstrated results (e.g. through indicators): 600 persons have so far gone thru the course</p> <p>The businesses wants it every year for their guest workers</p> <p>The model have been adopted to many other destinations with Innovation Norway as “helper”</p> <p>This practice should have a high degree of transferability to other regions with many and/or depending on tourists. The way tourists is met and handled throughout the stay cannot be underestimated when looking for the possibility for the tourists to returning to the destination on a later stage or recommending it to other possible tourists.</p> <p>The concept of educating seasonal workers who often have little or no local knowledge should be transferable to other regions. The need to adopt the course to the local tourist attractions and local policy are of course an obstacle that makes the course not directly transferable, but by adopting it to local conditions it should be of great value.</p>

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		<p>Lessons learned in Trysil make the local group here definitely a good reference group to use in other regions also.</p> <p>The wish from tourist businesses in Trysil to make this course annual shows that this have a high degree of satisfaction on delivery.</p> <p>One added value for the businesses are the higher degree of satisfaction among the workers. The workers have more fun (better time) at work due to the good feedback from happy customers, and the fact that the workers feel valued of the leaders (internal business lift). Outside the businesses will in the long run earn on recommending each other because of happier customers, and that the other businesses will recommend back.</p> <p>We don't have the numbers, but customer satisfaction at Trysil resort have gone from on average to high in the period this practice have been. At least part of this is due to the Trysil Vertskap.</p>
7	Lessons learnt from the practice	<p>Employees have more fun at work because they meet more happy customers</p> <p>Everybody makes more money in the long run by recommending the other businesses in Trysil</p> <p>It makes good networking between the different businesses and employees</p> <p>Policy: This best practice has a high degree of cooperation between the businesses in a region and stimulates the local businesses to develop further cooperation between the businesses.</p> <p>Local/regional development is fostered by stimulating a practical cooperation project like this that develops the knowing about each other in a region. In short and long term this will strengthen the businesses and help them to develop.</p> <p>It is therefore a good policy to foster projects like this that brings together people of all levels of employees and help them to make networks.</p> <p>Cooperation and networking is often conducted better and more effective on the ground level of employees than on higher levels if allowed.</p>
8	Contact information	Staffan Bergquist, Trysil Akademiet
9	Other possible interesting information	<p>Website</p> <p>Various documents (reports, presentations, etc.): Kjell Vaagen (In Norwegian)</p>

No.	Section	Description
1	Title of the practice	Part-time agricultural education, Storsteigen Aggregator School
2	Precise theme/issue addressed by the practice	<p>Usually farms in Norway are inherited by allodial rights across generations. The size of farms in Norway usually generates such low income that two generations cannot simultaneously generate sufficient income. This often leads to the person with the allodial rights having to generate an income up to when he or she can inherit the farm. They are by then educated lawyers, teachers, nurses or other occupations. Furthermore, many of them have lived other places and have also lost some experience.</p> <p>The properties owned by farmers in these areas often add up to 90-98 % of available land. So together they represent large land managers. It is therefore also important that they manage these properties well and perhaps develop areas which are not cultivated.</p>
3	Objectives of the practice	Ensure those taking over a farm have the correct farming skills and acquire ideas/knowledge of other ways of earning money on the property.
4	Location	Country: Norway Region/district/municipality: Nord-Østerdalen;
5	Detailed description of the practice	<p>Origin: A need for part-time, customised education for people taking over farms in rural areas.</p> <p>Timescale: 2 years (= 1 year full time)</p> <p>Bodies involved/implementation: Storsteigen Aggregator School, farm service office and farmers associations.</p> <p>Process and detailed content of the practice: Participants (students) take part in two year part-time education to become skilled agronomists. They follow the usual education curricula of vocational schools for agronomists but do not take any other subjects other than those related to farming and the farming business.</p> <p>Legal framework: Education must fall within the legal framework of the Norwegian Education Directorate</p> <p>Financial framework: External public money and a small part from participants.</p>
6	Evaluation	<p>Possible demonstrated results (e.g. through indicators)</p> <p>35 students have fully completed studies and approx 10 students have taken part in the studies.</p>
7	Lessons learnt from the practice	<p>Makes farmers more capable of deriving a suitable income from the farm and its properties. Farmers also network with other farmers.</p>
8	Contact information	Ola Grindvol, Storsteigen videregående skole
9	Other possible interesting information	http://www.storsteigen.vgs.no/

No.	Section	Description
1	Title of the practice	SUM (Skapende UngdomsMesse)
2	Precise theme/issue addressed by the practice	Showing young people the possibilities available in the region for employment when they grow older
3	Objectives of the practice	Entrepreneurship, giving young people a place where they feel in charge. Provide networking. Introduction to entrepreneurial creation. Teach young people that they go to a good school. Branding of the mountain region
4	Location	Country: Norway Region/district/municipality: Tynset/Røros municipality
5	Detailed description of the practice	Origin: Ungt Entreprenørskap (JA-YE Norway (Ungt Entreprenørskap), the regional board and local businesses examined the statistics showing that the loss of youngsters and young adults has been significant in the mountain region. It is therefore a major challenge to make young people more committed to the region, if in the long term settlements and viable communities are to be maintained. Timescale: Started in 2002 Bodies involved/implementation. Local businesses, regional board of the mountain region and JA-YE Norway. Process and detailed content of the practice: The SUM contains two important parts: 1: Partner agreements with local businesses linking schools and businesses closer together 2: A fair where young people and local businesses meet. Local businesses can inform on what they have to offer regarding future employment and so on. Legal framework: Operates within the Norwegian education regulations. Financial framework: Financed through private and public funding
6	Evaluation	Possible demonstrated results (e.g. through indicators): 2500 participants and visitors at the last fair Schools are more positive now in allowing businesses into the school to inform students about themselves and future employment requirements. Giving young people more pride in their region
7	Lessons learnt from the practice	Important to bring local businesses into schools (not for commercial but rather information purposes) Takes time to see changes, but it is important
8	Contact information	Elin Viken, Ungt Entreprenørskap
9	Other possible interesting information	Website: www.ue.no Various documents (reports, presentations, etc.) Kjell Vaagen (documents in Norwegian)

No.	Section	Description
1	Title of the practice	Higher education in the mountain region (Høgskoletilbud and Fjellregionen)
2	Precise theme/issue addressed by the practice	Offer required higher (and further) education in the region
3	Objectives of the practice	Clarifying and evolving the skills of those working and living in the region as a competitive advantage and increasing participant satisfaction.
4	Location	Country: Norway Region/district/municipality: Tynset, Hedmark municipality, and Røros in Sør-Trøndelag municipality
5	Detailed description of the practice	<p>Origin:</p> <ul style="list-style-type: none"> • Develop attractive educational and learning arenas requested by the business sector, public sector and education. • Establish studies and knowledge that will help to ensure the region's attractiveness. • Actively adopt new technology, new teaching methods and learning arenas <p>Timescale: Started in 2007</p> <p>Bodies involved/implementation: The project is managed by the business development centre in Røros and Tynset. Many municipalities are represented on the board together with several large businesses. Previously they have "shopped around" for the necessary skills from different education institutions.</p> <p>Process and detailed content of the practice: Firstly a managing board was established which came up with a series of required education and skills to be pursued. Following an evaluation of demand, they offered and implemented the following education: Nature usage, supplementary auditing, organisation and management, nature and cultural tourism, engineering, business economics, creative use of ICT in kindergartens, preparatory engineering course, nursing, basic education, law and agreements, finance and administration subject group, updating course for finance and auditing sector, on-going nursing education</p> <p>Studies submitted by the Academic Centre.</p> <p>The hospital in Tynset states that the nursing education provided in Tynset is crucial for access to necessary skilled personnel.</p> <p>A total of at least 800 persons have participated in studies provided in Tynset and Røros.</p> <p>Legal framework: All education follows the national alternative education directives. Most education offered is adjusted to suit adult persons with families by offering part-time studies and remote learning/ICT</p> <p>Financial framework: Financed through official external funding</p>
6	Evaluation	Possible demonstrated results (e.g. through indicators): As mentioned, over 800 persons have taken studies

		using this offer. Many people say they would have to move to take these studies → they often don't come back.
7	Lessons learnt from the practice	It is important to know whether “buyers” (students and employers) are offered the right education and in the right way (part-time etc).
8	Contact information	May Tove Dalbakk, Tynset Næringshage
9	Other possible interesting information	Website Various documents (reports, presentations, etc.) In Norwegian, Kjell Vaagen have a copy.

No.	Section	Description
1	Title of the practice	SANN – Skole, Arbeidsliv, Nærmiljø, Nytenkning (School, employment, local environment, innovation)
2	Precise theme/issue addressed by the practice	To focus offers at the local high school (Koppang) on work-related education. Youngsters (15-16 years old) have to move away from home to get the education they desire
3	Objectives of the practice	Provide an offer to youngsters at the high school in the Østerdalen valley making it possible to stay at home for at least one more year
4	Location	Country: Norway Region/district/municipality: Østerdalen valley, Koppang
5	Detailed description of the practice	Origin: Rissa High School (Sør-Trøndelag) Timescale: 2002 - 2007 Bodies involved/implementation: Koppang High School and Hedmark county council school department. Process and detailed content of the practice: The offer for youngsters in rural areas after primary school is often limited when it comes to vocational education. This is often due to too few students. At Koppang they have managed to overcome this by combining lessons for different vocational education courses to offer a wider range, especially in the first year after primary school. Furthermore, they have managed to sign several partner agreements with the local businesses and public offices (municipalities) where students can have 6 weeks internship in 3 periods. This has significantly reduced the numbers leaving High school. The partner agreements have also attracted businesses to education on a larger scale. In this way the schools do not need to invest in expensive tools and equipment to be able to offer a good education. Businesses already have these tools and equipment and students may use these when on internship in the businesses Legal framework: Education must fall within the legal framework of the Norwegian Education Directorate

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		Financial framework: This is financed externally by public funds (county council and municipalities)
6	Evaluation	The best indicator is the growth in the number of students: from approx. 55 to 140 students with a consequent increase in the number of teachers.
7	Lessons learnt from the practice	By implementing SANN they have managed to increase students' self-confidence, reduced numbers leaving and made it easier for families with children to move to this area in that their 15-16 year old youngsters do not need to move away in the first year. However, this requires involvement of local businesses and municipalities to create local involvement in the project.
8	Contact information	Siren Valvatne, Koppang High School
9	Other possible interesting information	Website: www.midt-osterdal.vgs.no Kjell Vaagen has a report and a presentation (in Norwegian)

Nr,	Section	Description
1	Title of the practice	International Service office
2	Precise theme/issue tackled by the practice	Placement of apprentices in Europe. International visits by apprentices supervisors.
3	Objectives of the practice	International mobility among skilled workers in Oppland and Hedmark.
4	Location	Country: Norway Region/district/municipality: Hedmark and Oppland counties (all municipalities in Hedmark and Oppland (22 + 26 municipalities).
5	Detailed description of the practice	<p>Origin: It is registered a demand for increased mobility and an increased international perspective in the business sector in Hedmark and Oppland. The office was established by the Industrial Board in Gjøvik in cooperation with Hedmark and Oppland county Councils.</p> <p>Timescale: 2002-2003. Doubled activity since 2002-2003.</p> <p>Bodies involved/implementation: Partnership between Hedmark and Oppland county councils (the Industrial Board in Gjøvik is observer).</p> <p>Process and detailed content of the practice: Application to Leonardo da Vinci Mobility programme. Establish and maintain international partnerships for best possible mobilities. Recruitment of apprentices in different professions, preparation of the apprentices to take part to work and live in a foreign country for 14 weeks, cultural preparation and social preparation. Organising mobilities and follow up of apprentices on the destination in cooperation with international partners. Organising language courses, introduction to and communication with companies in destination. Repatriation and debriefing of the apprentices after completed the placement period. Facilitate visits to the destinations for the apprentices supervisors and short debrief of supervisors. Organising two week language courses abroad for supervisors on the same destinations.</p> <p>Legal framework: Anchored in the two counties regional development plans and the Leonardo da Vinci Mobility program.</p> <p>Financial framework Leonardo da Vinci Mobility grants and grants from the Norwegian State students bank.</p>
6	Evaluation	Possible demonstrated results (e.g. through indicators):

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		<p>60 apprentices every year. Total 400 apprentices from 2002-2003. 60 apprentice supervisors visiting companies abroad since 2003. 25 supervisors taking part in two week language courses.</p> <p>The office has been visited by Sør-Trøndelag, Sogn og Fjordane and Telemark counties for exchange of experience and practice. Ongoing cooperation with Akershus and Vestfold counties.</p> <p>Short communication lines in direct daily contact with apprentices and companies. Increased international perspective among the beneficiaries. Increased professional, social and language skills among the beneficiaries</p>
7	Lessons learnt from the practice	<p>The beneficiaries undergo personally development and become more mature. Organising a body owned by two county councils is a solution that can be transferred to other regions. Important experiences in how to follow up and assist the apprentices during their placement related to their job and social challenges.</p>
8	Contact information	<p>Pål V. Tvette, Hedmark County Council. Mail: pal.tvete@hedmark.org</p>
9	Other possible interesting information	<p>Website: www.reisut.no Various documents (reports, presentations, etc.)</p>

Nr	Section	Description
1	Title of the practice	Adult Education Association (Folkeuniversitetet i Fjellregionen)
2	Precise theme/issue tackled by the practice	Giving special education to a local Dairy (Synnøve Finden)
3	Objectives of the practice	Ensuring good qualified personal at the Dairy in Alvdal
4	Location	Country: Norway Region/district/municipality: Alvdal municipality
5	Detailed description of the practice	Origin: The dairy needed to ensure a good qualified staff to be sure of that they delivered dairy products of good quality. Timescale Bodies involved/implementation: Local Dairy, Adult Education Association, people with the right skill to educate the employees Process and detailed content of the practice: The Dairy needed an education of it employees and came to Adult Education Association with their need. Together they put together a course-“package” witch fit the needs of the Dairy. The course had also to be done in a way so that the Dairy didn't have to stop production when the employees where at courses. Legal framework: Do not apply Financial framework: Private founding from the Dairy
6	Evaluation	Possible demonstrated results (e.g. through indicators): Ensuring the economy and thereby the existence of the Dairy in Alvdal
7	Lessons learnt from the practice	Important to adjust the courses to the need of the businesses and to offer a package of courses that can be taken part-time
8	Contact information	Adult Education Association in Tynset
9	Other possible interesting information	Website: http://www.folkeuniversitetet.no/artikkel.php?id=5 Various documents (reports, presentations, etc.)

No	TITLE	Course of gastronomy for owners and workers of alpine huts
2	SCOPE	Lessons of gastronomy and hospitality for owners and workers of alpine huts.
3	GOALS	The initiative aims to improve gastronomy offer of alpine huts
4	WHERE	In 3 schools for cooks in Lombardia (Sondrio, Lecco, Como/Varese)
5	DETAILED DESCRIPTION	<p>DURATION</p> <p>Autumn 2010 – Autumn 2012</p> <p>ACTORS INVOLVED</p> <p>IREALP/ERSAF</p> <p>ITALIAN ALPINE CLUB</p> <p>REGIONAL ASSOCIATIONS OF OWNER OF ALPIN HUTS</p> <p>EDUCATIONAL ORGANIZATIONS FOR COOKS</p> <p>ACTIVITIES</p> <p>Practical lessons of professional cooking Lessons of hospitality and communication</p> <p>NORMATIVE FRAMEWORK</p> <p>The course is organized in European cooperation project named VETTA, finalized to improve tourism in the Alps and financed by ERDF.</p>
6	<p>GENERAL INFORMATION</p> <p>a. Social and economic framework</p> <p>b. Trasferibility</p> <p>c. Collaboration with others local subjects</p> <p>d. Efficiency</p> <p>e. Efficacy</p>	<p>In the last years, tourist who got often to alpine huts demand a better cooking and the possibility to taste local dishes. Usually, workers and owners of alpine huts haven't professional skills in this. The goal is to improve cooking skills of owners and workers.</p> <p>This experience could be replicated in others territory without any problem.</p> <p>The course is characterized by a strong collaboration between IREALP/ERSAF and other subject involved</p> <p>The organization involved 3 persons: 2 teachers and 1 coordinator</p> <p>In the first and second edition (autumn 2010 and spring 2011) about 90 persons took part to the lessons</p>

GOOD PRACTICES - EDUCATION AND TRAINING

	f. Impact	The course improve tourist offer of the alpine huts.
7	LESSONS LEARNING BY THE IMPLEMENTATION OF THE COURSES	Participants are very interested in improving their cooking and hospitality skills because they understand it is very important to improving their business.
8	CONTACTS	IREALP/ERSAF – vetta@irealp.it
9	OTHER INFORMATION	

Who participates in this project?



Diputación de Teruel

Province of Teruel (Spain), lead partner— since 2002 the provincial government has

implemented innovative tools and policies in order to encourage **new migrants** to settle down and work in the region. Contact: Fernando Aragones padima@dpteruel.es



EUROMONTANA

Euromontana, coordinator of the project- the European

multi-sectoral association for mountain areas. Euromontana considers that mountain areas have a great development potential and calls for long-term investment in these regions. Contact: Ancuta Pasca ancuta.pasca@euromontana.org



PROVINCIA DI TORINO

Torino Province (Italy), thematic co-leader: education and training— the Province's

context combines a process of re-population linked in low and medium valleys and a process of depopulation in high-valleys. Contact: Elena di Bella elena.dibella@provincia.torino.it



Buskerud fylkeskommune

Buskerud County Authority (Norway) thematic co-leader: education and

training: fighting depopulation in mountains is one of the main strategies in Regional Planning Strategy for Buskerud County. Contact: Kay Bjerke Kay-H.Bjerke@bfk.no



HEDMARK FYLKESKommune

Hedmark County Authority (Norway) thematic co-leader: territorial marketing - the County

Council has implemented different policies and actions to face the challenges related to depopulation especially. Contact: Kjell Vaagen kjell.vaagen@hedmark.org



Dalarna Regional Development Council (Sweden) thematic

co-leader: territorial marketing - is taking the lead in making Dalarna an attractive region and has carried out striking activities to strengthen their regional brand and get people actually to move to Dalarna. Contact: Asa Angsback asa.angsback@regiondalarna.se



IREALP (Italy) thematic co-leader: economic

diversification - want to shows that economic diversification can reduce depopulation, by increasing job opportunities for the young generations. Contact: Maria Grazia Pedrana mariagrazia.pedrana@irealp.it



UCCIMAC (France) thematic co-leader: economic

diversification—representative of socio-economical actors within the global territory of Massif Central; it implements activities and solutions that aim at fostering economic development. Contact: Jacques Henry Pointeau jh.pointeau@maceo.pro



Map: Interreg IV C Joint Technical Secretariat

More information at:
www.padima.org