



PADIMA

Policies Against Depopulation In Mountain Areas

June 2011

PADIMA

Work package 1 Education and Training

Final report and policy recommendations

Project cofinanced by:



The opinions expressed here are those of the authors and do not necessarily reflect the positions of EU programmes.

Table of Contents

Introduction	3
I. Presentation of partner regions and of their strengths and weaknesses in education and training	4
II. Settlements prospects (commonalities and specific findings) in the studied areas	11
1. Common tendencies between studied areas	11
2. Area specific findings	13
III. Presentation of the results from surveys carried out	13
1. Results from surveys of pupils: Young people's expectations and plans	13
a. Accessibility of Education facilities	14
b. Tendencies and orientations	14
2. Results from surveys with enterprises and municipalities: current and future staff needs	15
a. Present and future characteristics	15
b. Recruiting skilled employees	15
3. A better match between the future recruitment needs and employees' educational profile?	15
4. Overview of the key findings in mountain areas	17
IV. Digest of the most interesting of the 42 good practices identified	18
V. Recommendations for further transfer and implementation	21
1. General comments	21
2. Example of implementation in one partner region	21
VI. Overview of policy recommendations	23

Introduction

PADIMA is an innovative INTERREG IVC project looking at the opportunities of developing the human capital in mountain areas, with the aim of exchanging good practices in fighting depopulation in mountain areas.

8 partners from 5 European countries are engaged in a 3-year collaboration that will produce policy guidelines on successful methods to attract new inhabitants to mountain areas. The regions studied during this project include mountain communities and municipalities from: **Teruel province (Spain), Lombardy region and province of Torino (Italy), Hedmark and Buskerud counties in Norway, Dalarna region in Sweden and Massif Central in France.** Euromontana, the European association for mountain areas, is in charge of operational coordination and communication of the project results.

As a starting point, these partners considered that **in order to be able to satisfy inhabitants' needs and to attract new population, mountain regions need to be able to provide people with good living conditions.** Many people appreciate 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.

Thus the partnership has identified 3 key themes constituting key components of policies against depopulation in mountain areas: education and training, territorial marketing, economic diversification on which will be focusing successively.

This report delivers the results from the work achieved in “work package 1” on education and training. This part comprises the exchange of instruments and initiatives that lead to a better access of mountain populations to education and training facilities. **By examining the profile and diversity of the offered education and its relevance to the local economy, this work package aims at identifying and developing practices that enhance through education entrepreneurship, innovation and qualified employment, encouraging settlement in mountain areas.**

The work carried out comprised 5 different components:

1. **Statistical analysis** regarding changes in population, including excess of birth over deaths, net migration, age structure, education level in different age groups, distances to upper secondary schools and universities, commuting distances, unemployment, job vacancies as well as training courses for adults
2. **SWOT-analysis** - all partners have carried out a SWOT-analysis in order to assess assets and constraints for development in their respective regions. A SWOT-analysis has four different elements: Strengths – EXAMPLE: Beautiful surroundings
 - Weaknesses – example: ageing population
 - Opportunities – example: positive net migration
 - Threats – example: decreasing population
3. **Surveys of young people**, aged 14 – 19, regarding whether they want to stay where they are and the possibility for further education in the neighbourhood, **and of employers**, both private and public, regarding present and future staff requirements
4. **Good practices** – collection of initiatives that have been implemented and delivered positive results in the study areas.
5. **Interviews with stakeholders** working in the implementation of these good practices (these results have been used to describe presented initiatives).

This report has been elaborated to communicate the complete results of the partnership work to the wider public. **It has been structured in several parts:**

- A presentation of partner regions and of their strengths and weaknesses in education and training
- A presentation of the results from surveys carried out with young people and entrepreneurs
- An overview of key findings from the surveys carried out in mountain areas
- A digest of the most interesting of the 42 good practices identified by partners
- Recommendations for further transfer and implementation

The key findings from this report are summarized in a newsletter accessible on-line at:

http://www.euromontana.org/images/stories/projets/PADIMA/CP3/WP1/Documents/wp1_nl_web.pdf

More information on the project in general can be found on the project website at: www.padima.org



I. Presentation of partners and results from SWOT-analysis

Provincial Government of Teruel, Spain

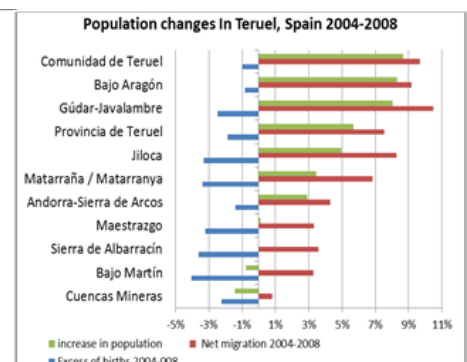
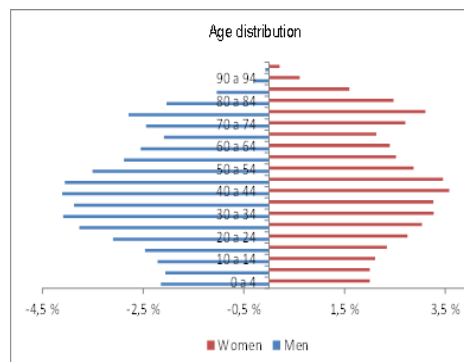
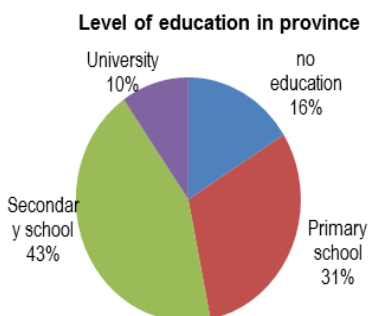


Teruel is a province in the North-Eastern part of Spain. It is sparsely populated with only 9,9 inhabitants per km², while Spain has 90,90 in average. It is known for its harsh climate (hot in summer and cold in winter), its renowned *jamón serrano* (cured ham), its pottery, its archaeological sites with some of the oldest dinosaur remains of the Iberian Peninsula, and its Fiestas. Teruel is the Lead partner of the PADIMA Consortium.

Demographic facts

Region	Population 1 January 2009	Density of population
Bajo Martín	7 311	9,2
Jiloca	14 584	7,6
Cuencas Mineras	9 386	6,7
Andorra-Sierra de Arcos	11 542	17,0
Bajo Aragón	30 146	23,1
Comunidad de Teruel	47 016	16,8
Maestrazgo	3 789	3,1
Sierra de Albarracín	5 014	3,5
Gúdar-Javalambre	8 692	3,7
Matarraña / Matarranya	8 894	9,5
Provincia de Teruel	146 374	9,9

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Good offer of employment and quality of life in the rural area • Personal relationships are more intense, people are proud of this region and try to hire residents in priority to foster regional development • Great offer of professional training for workers and unemployed • Important employment resources which can train in a specialized way (palaeontology, cultural heritage, food and agriculture products...) • Proximity of the Teruel University in Teruel city 	<ul style="list-style-type: none"> • Negative perception of labour market by young people in mountain areas and less job opportunities • Impossibility of filling gaps in education and training offer with immediate response • A heavy administrative management of education and training curricula • Geographic dispersion in the region and poor communications • Limited geographic mobility within the region • Important digital gap between young people and old people • Lack of economic and social dynamism and human resources • Limited offer of training in the university of the region • Limited specialized labour offer in rural areas.
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Progressive and priority in implantation of internet training strategies • Involvement and support from the Provincial Government in education and training projects, especially fighting against depopulation in mountain areas.. • Priority inside the province to promote endogenous resources and guide the education. • Support of the European Union for projects • Specific incentives as regards investments and creation of new companies 	<ul style="list-style-type: none"> • Ageing of the population in rural areas • Limited job offers for women and growing proportion of men • Concentration of the population in the main towns of the region • Lack of investments to create employment in the region.



Provincia di Torino, Piemonte, Italy



Turin is a province in Piedmont region, North-Eastern Italy. Its capital is the city of Turin. It has an area of 6,830 km² and a total population of 2,277,686 (31.12.2007). There are 315 municipalities in the province – the biggest number for a province in Italy.

The research area of the province within PADIMA includes 3 different mountain areas: **Val Chiusella, Sacra e Dora Baltea Canavesana** (24 municipalities), **Valle Susa e Sangone** (43 municipalities) and **Valle Chisone, Germanasca, Pellice e Pinerolese** (32 municipalities). These areas had combined a population of 202.815 inhabitants (31.12.08 numbers).

Population density, although high compared to other partner regions, is very low compared to the regional average.

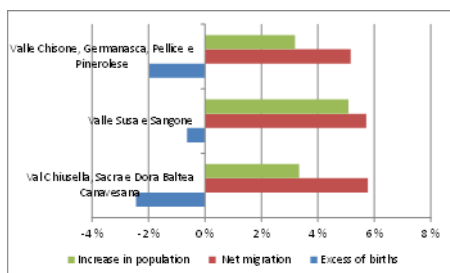
These three valleys are characterized by a precious natural environment, a rich cultural heritage and interesting tourist activities in winter and/or summer period.

Demographic facts

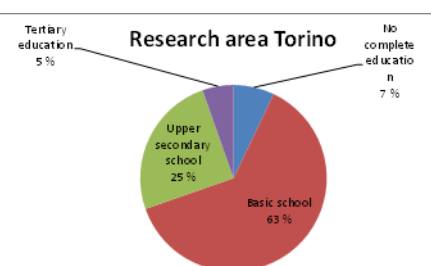
Region	Population 1 January	Density of population
Val Chiusella, Sacra e Dora	22 655	73,6
Valle Susa e Sangone	115 524	90,5
Valli Chisone, Germanasca,	64 636	65,4
Research area	202 815	78,8
Provincia di Torino 2001	2 297 598	336,4
Piemonte 2001	4 448 230	175,1
Italy 2001	60 340 328	199,9

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> • Availability of secondary schools • Accessibility to public services • Innovation in agricultural education and training activities • Tourism and accommodation training services (only for Valle Susa e Sangone and Valle Chisone, Germanasca, Pellice e Pinerolese) • Strategic geographic position (only for Valle di Susa e Sangone) 	<ul style="list-style-type: none"> • Marginality of the inner municipalities and small density of population • Manifestation of urban expansions (only for Valle Susa e Sangone and Valle Chisone, Germanasca, Pellice e Pinerolese) • Weak integration in the middle valley resources (only for Valle Susa e Sangone and Valle Chisone, Germanasca, Pellice e Pinerolese) • Predominance of touristic activities, less diversification of economy and education offer (only for Valle Susa e Sangone and Valle Chisone, Germanasca, Pellice e Pinerolese)
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> • Foreign immigration • Exploitation of natural resources and valorization of historical-architectural values • Strong relations with the Turin's metropolitan area (only for Valle Susa e Sangone and Valle Chisone, Germanasca, Pellice e Pinerolese) 	<ul style="list-style-type: none"> • Exasperation of the marginality for inner municipalities • Exogenous dependency • Weakness of the external networks (only for Val Chiusella, Sacra e Dora Baltea Canavesana)

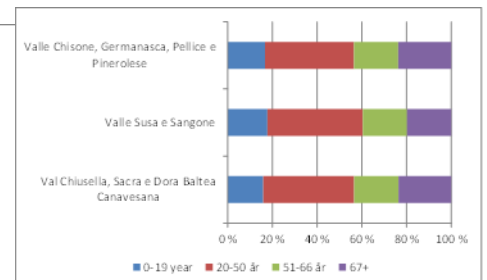
Changes in population



Education level



Age distribution



Buskerud fylkeskommune, Norway



Buskerud County is one of Norway's 19 counties. It is situated in the Southern part of Norway, West of Oslo, and is populated with 260.000 inhabitants. The Southern part of the county is quite flat and well populated, with around 87% of the inhabitants on less than 20% of the land, with growing population and innovative industry.

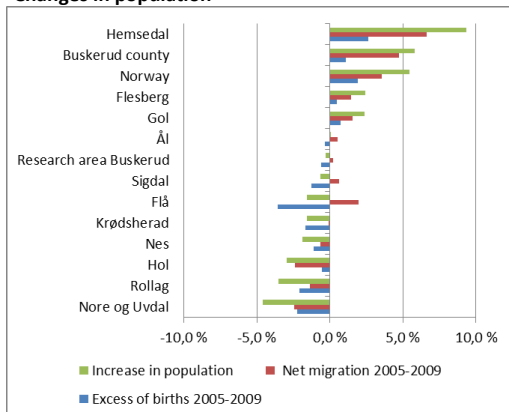
The Northern part of the county, the research area, is mountainous and scarcely populated with only 3 inhabitants per km² in average. It represents Norway's biggest tourist area, after the main cities. The area is known for its culture, especially folk-music and dance, stave churches and many houses from the middle-age. Two of the county's most famous alpine destinations, Geilo and Hemsedal, are located in the area called Hallingdall. Besides tourism, agriculture is the main occupation.

Demographic facts

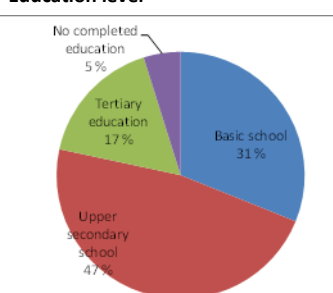
Municipality	Population 2010	Density of population
Flå	998	1,4
Nes	3 420	4,2
Gol	4 479	8,4
Hemsedal	2 087	2,8
Ål	4 672	4,0
Hol	4 422	2,4
Sigdal	3 514	4,2
Krødsherad	2 117	5,6
Flesberg	2 578	4,6
Rollag	1 390	3,1
Nore og Uvdal	2 514	1,0
Research area		
Buskerud	32 191	3,0
Buskerud County	257 673	17,3
Norway	4 858 199	15,9

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> Strong identity in part of the research region (Hallingdal) Three Upper Secondary Schools (USS) in the region Long tradition in tourism. Lot of tourist-related jobs Some strong SMEs beside tourism Very low unemployment Natural base in the region - food production and wood industry Several examples of cooperation between USS and local industry Some of the best alpine destinations in Norway 	<ul style="list-style-type: none"> The drop-out problems in USS No higher education institutions. The youth must move out of the region to study Difficult to recruit employees with higher education in the region's companies. Few jobs for people with higher education. Average level of education lower in the research region than in the rest of the county Bottom line too weak in most enterprises. Training of employees is not given priority Local industry, including tourism, is not popular among the youth. Too few alternative jobs to tourism
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> New classes in Upper Secondary School (USS) linked with tourism industry Access to broadband for all Cooperation across counties regarding special classes Cooperation between USS and local industry Establishment of a mountain-high-school Second homes' owners are an unused resource Further developments of winter destinations to become all-year destinations New road for part of the distance will give better access to the destinations. 	<ul style="list-style-type: none"> Depopulation and aging inhabitants Lack of urban culture Long distances to universities and colleges Industry can be forced to move out of the region, due to lack of competent employees Decrease in agriculture leads to transformation of the cultural landscape. Tourism depends upon an open cultural landscape.

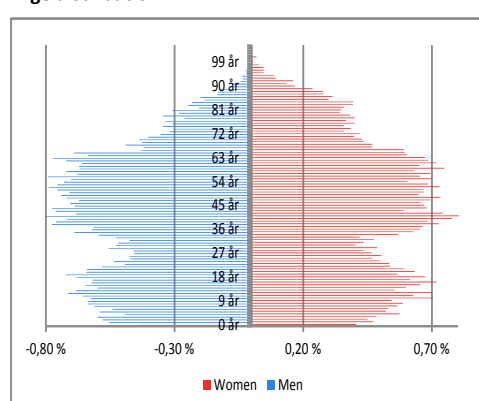
Changes in population



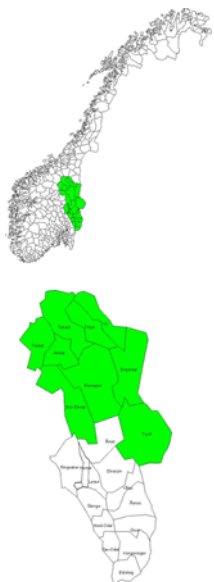
Education level



Age distribution



Hedmark fylkeskommune, Norway



Hedmark County is one of Norway's 19 counties. It is situated in the Southern part of Norway, North-East of Oslo. The area of Hedmark County is of 273.88 km² and the population of some 191.000 inhabitants. The research area with-in PADIMA is constituted by *The Mountain region*, consisting of 10 municipalities, (Fjellregionen). They are located in the Northern and Eastern part of the county and represent some 18.155 km² but only 30.463 inhabitants (1st January 2010 numbers). This represents only 1.7 people per km² and makes an extremely scattered population.

The area is primarily known for its natural beauty and wilderness: large forests, national parks, mountains, rivers and lakes. The mountain area is also a border region with Sweden and has 200 km of common border with the mountainous regions of Dalarna and Jämtland. The municipality of Trysil is Norway's most popular winter tourist destination. Agriculture, industry and tourism are besides public sector, the main employers in the mountains.

Demographic facts

Area	Populati on 1 .01. 2010	Density of population
Trysil	6 763	2,3
Åmot	4 285	3,3
Stor-Elvdal	2 679	1,3
Rendalen	1 998	0,7
Engerdal	1 434	0,7
Tolga	1 671	1,5
Tynset	5 490	3,0
Alvdal	2 441	2,7
Folldal	1 669	1,3
Os	2 033	2,0
Research area		
Hedmark	30 463	1,7
Hedmark county	190 709	7,3

STRENGTHS

- 4 USS providing education in all 12 program areas (basic courses).
- Culture for education in the region
- Highest level of education in Hedmark
- Two high schools in the southern part of the mountains
- Several training centres in the region
- Decentralized college
- Common entrance area together with the county of Sør-Trøndelag
- Strong focus on entrepreneurship
- Very low unemployment rate
- Several financial and accounting businesses in the region and also a lot of knowledge based companies
- Different kind of natural resources as energy, forests and food production

WEAKNESSES

- Drop-out problems in the upper secondary school
- Difficult to follow up a career for people with a desire for this.
- Small possibilities to change jobs in the region within certain subject areas.
- In some of the companies the economic situation is too weak to follow up the employees need for increasing their knowledge.
- Difficult to recruit staff with higher education in the region as it is often necessary but difficult to propose a suitable job to
- Small region in terms of population

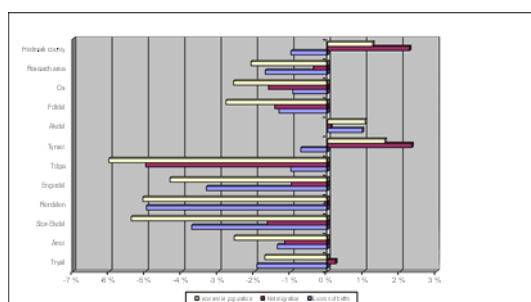
OPPORTUNITIES

- Different training and education models adapted to local needs, web-based teaching available
- The educational infrastructure in the region is adapted to future demands; there is a competent adviser network
- USS Storsteigen may be developed as a national mountain agricultural school
- Cooperation with neighbour counties
- Collaboration between the school and the region's business companies
- Develop education projects like Creative Youth Exhibition (SUM) and the Mountain Trainee project
- Precious natural resources as basis for tourism

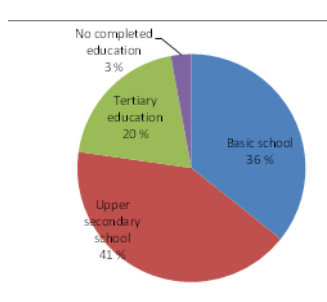
THREATS

- Too weak basis to have a depth of education. Some courses will disappear despite the regions needs for educated people
- A challenge to maintain decentralized university education with local campuses due to funding problems
- It has been a decline in population over time.
- Better paid jobs in central areas and the career opportunities are also better.
- Young people are attracted by urban culture.
- Dependent of agricultural sector and agricultural policy

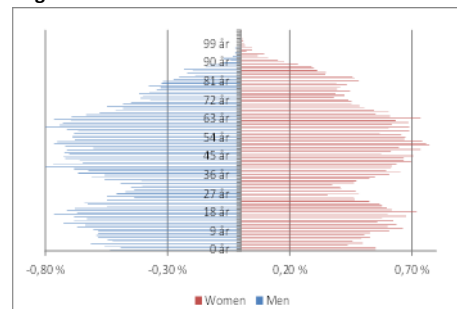
Changes in population



Education level



Age distribution



Dalarnas län, Sweden



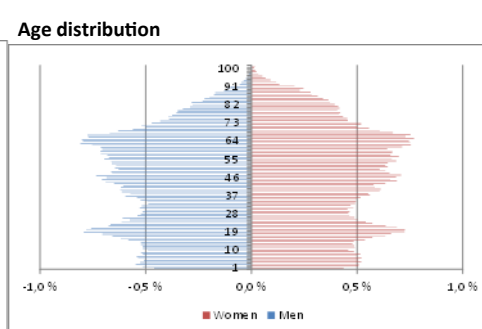
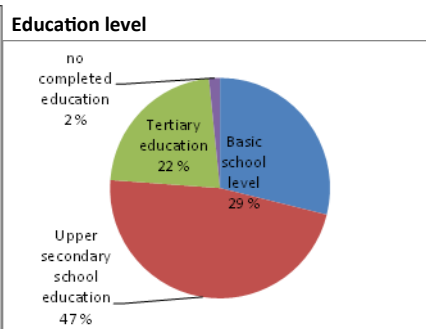
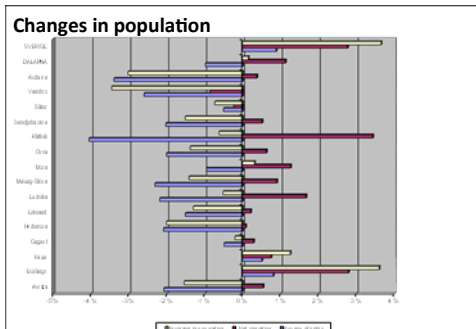
Dalarna County was known as Kopparberg County, or *Kopparbergs län*, until 1997. Kopparberg literally means *Copper Mountain*. Dalarna has a population of 275,600 inhabitants for a surface of 28,193 km² which makes a density of less than 9, 8 inhabitants/km².

The inhabitants of Dalarna like their everyday lives. The quality of life that the county offers is an attractive one, and nature makes people venture here, whether as tourists or to realize their dreams of living, working and entrepreneurship. Cultural life is rich with experiences in music, artistic crafts and cultural heritage. The county is large with plenty of space, yet almost everyone has short distances to their work-places. Many things are functioning well, and make Dalarna an attractive region in which to live and work.

Demographic facts:

Area	Population 2010	Density of population
Vansbro	6 876	4,4
Malung-Sälén	10 408	2,5
Gagnef	10 071	13,1
Leksand	15 303	12,5
Rättvik	10 797	5,6
Orsa	6 934	4,0
Älvdalen	7 288	1,1
Smedjebacken	10 758	11,3
Mora	20 146	7,1
Falun	55 685	27,1
Borlänge	48 681	83,0
Säter	10 900	19,0
Hedemora	15 195	18,1
Avesta	21 762	35,4
Ludvika	25 650	17,1
Dalarna	276 454	9,8
Sweden	9 340 682	22,7

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> Dalarna is a strong brand Attractive to visitors Attractive living environments Growing tourism industry in the north Large raw material-based manufacturing industries in iron, wood and electric power has a higher proportion in paid work compared to the rest of the country Net in-migration - more people moved in than out Dalarna University -country's fastest growing university 	<ul style="list-style-type: none"> Tourism industry provides seasonal employment Occupations with a great shortage of skilled labour are not first choices for young people Gender-specific labour market Difficulties for immigrants in finding work Lack of educated, skilled personnel Employment rate lower in rural areas Young people have a weak foothold in the labour market More death than births
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> Dalarna first in Sweden in the generation shift and there are increasing opportunities for immigrants and those who want to remain Efforts on customized education, colleges and higher education, closely linked to the labour market/ business and public activities The online education will develop further and be adapted to the needs of competence support Developing the tourism industry in mountain areas / rural areas provide 2000 new jobs. Focus on year-round activities in the mountain areas provides an opportunity to secure employment Efforts on education in the mountain areas provides the opportunity to combine seasonal work and education Development of a regional competence platform for cooperation between education coordinators, industries and social partners in order to improve coordination between demand and supply of training places. Municipal cooperation in order to offer students diversified training programs 	<ul style="list-style-type: none"> Large labour shortages could generate companies' moving from Dalarna Lack of young people who want and can take over all the small businesses where there is need for succession. Mismatch between available occupations and young people's preferences Young people choose to move to the university and college towns where there is access to instructor-controlled courses and more traditional campus life is greater. The temporary forms of employment, seasonal work continues to increase After graduation young people move to other places with permanent employment Education disappears in the neighbourhood due to the municipalities poor economy and fewer numbers of certain age groups. New admission rules for college reduces the possibility for adults to study



Union des Chambres de Commerce et d'Industrie du Massif Central (UCCIMAC)- Pays Gévaudan – Lozère



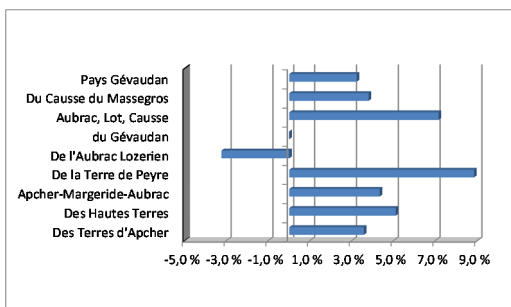
Gévaudan region is the study area chosen by UCCI-MAC in the territory of Central Massif. It compounded of 72 municipalities (with population varying from the most important municipality with 5.453 to the smallest with 42 inhabitants) organized in 8 groups of municipalities named Municipalities Conglomeration “*Communautés de Communes*”. This region is situated in South of France in the Lozère department. The main activities are farming and tourism, even though there is barely any agricultural farming in Lozère due to poor soil quality. Most farms are cattle farms. The hardy Aubrac is the most commonly farmed cattle breed here. The region has one of the lowest rates of unemployment in France, which may be attributed to the enforced long standing tradition whereby young people emigrate to cities such as Lyon, Marseille, Montpellier when they reach working age.

Demographic facts

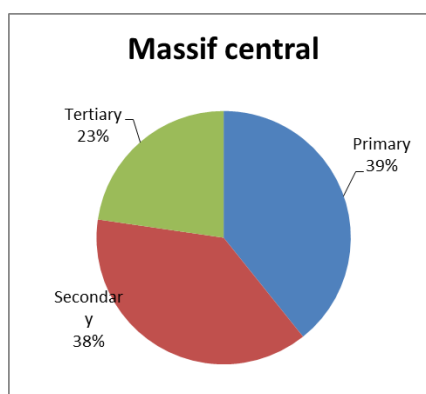
Municipality	Population	Density of population
Pays de Gévaudan (2008)	33 442	19,0
Lozère (2008)	81 083	15,7
Massif Central (2006)	2 595 000	46

STRENGTHS	WEAKNESSES
<p>There is an important meshing of towns spread all over the Massif Central. 2/3 of towns are located in mountainous areas. This contributes to maintaining the population since it allows families to easily find a school for their children next to their homes. Public transports have been implemented to connect surrounding villages and rural areas to the cities where high schools are located.</p> <p>The Massif Central offers a large variety of university curriculums and studies (see attached map), and of training opportunities in technical sectors (ie: structuring mechanical industries are concentrated in the “Mecanic Valley” South-West part of the region and in “Viaméca” – cluster General Mechanics).</p>	<p>The Massif Central is suffering from a lack of image, associated with population formed mainly by seniors. More than 5,000 young people (from 18 to 25 years old) leave the area every year in order to find professional opportunities or to be able to study at the university and get a diploma.</p> <p>Companies located in mountain areas find it difficult to recruit employees with the necessary skills at a local or regional level. This issue is all the more a problem since companies face a real challenge when they try to find local training centres providing highly technical trainings for their employees. They often have to grant them leaves to allow them to attend courses in distant regional or national training centres.</p>
OPPORTUNITIES	THREATS
<p>Distance technical training programs are implemented by training centres in the Massif Central, thanks to high speed communication networks. While they cannot replace or deliver university diplomas, they provide companies and employees with the opportunities to acquire new and/or highly technical skills inside their work places, without having to take a leave or to travel to attend these courses.</p>	<p>Loss of services, particularly in the medical field and in public services, and the insufficient offer in cultural activities for the large public, makes it more difficult to maintain local populations and to attract newcomers.</p> <p>The decrease of population, which might occurs because of this lack of attractiveness, would lead to a reduction of public and private offers in education and training programs and facilities.</p>

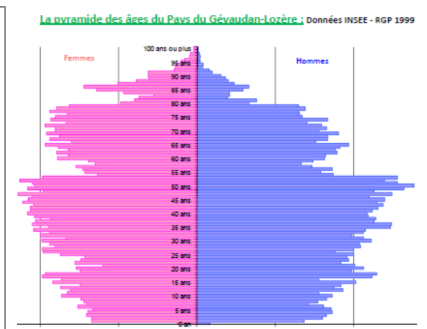
Changes in population



Education level



Age distribution



Instituto di Ricerca per l'Ecologia e l'Economia IREALP - Comunità Montana Valle Brembana



Valle Brembana is the study area selected by IREALP (The Research Institute for Ecology and Economy Applied to Alpine Areas) in Lombardy region, Italy.

Valle Brembana is a mountain area in the middle of Orobie Alps, in Lombardy, in the north of Italy. It is sparsely populated compared with the other low-lands municipalities

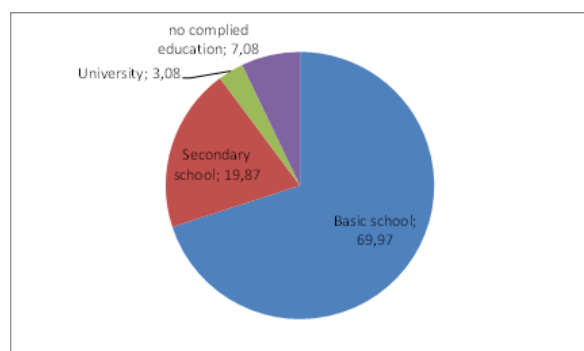
in the North of the Italy, however having some 68 inhabitants/km². Valle Brembana is noted for its cheeses, for its touristic and ski destinations and for its natural landscapes. During the development of PADIMA work, IREALP transferring its competences regarding mountain areas to the Lombardy's Regional Agency for Services to Agriculture and Forestry (ERSAF), who became thus a PADIMA partner, instead of IREALP.

Demographic facts

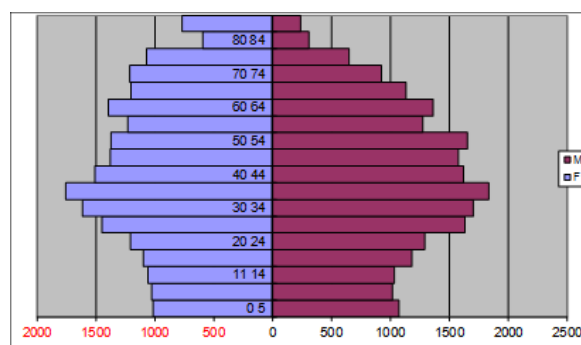
Area	Population 1.01.2010	Density of population
Valle Brembana	43 629	64,9
Provincia di Bergamo	1 087 204	399,3
Lombardia	9 826 141	411,8

STRENGTHS	WEAKNESSES
<ul style="list-style-type: none"> Professional high schools offer courses connected with the main economic sectors in the area. Proximity to Bergamo's University 	<ul style="list-style-type: none"> Low rates of people with second and third level of education (as the pupils' survey demonstrated) Few professional training for adults, especially in tourism sector Low knowledge of foreign languages Difficult accessibility to high schools for students living in mountain villages Low employment rate (as the survey observes 40,8% in the area compared to 44% in Lombardy).
OPPORTUNITIES	THREATS
<ul style="list-style-type: none"> Demand of specialized workforce Initiative to improve the connection between school and work. 	<ul style="list-style-type: none"> Decrease of young population Local economic system doesn't demand high skilled (university level) workforce. Therefore, there is a "brain-drain": high skilled young people shift to others areas (Bergamo, Milan) Low rate of students going to university (72,3% in Italy, 46% in the study area)

Level of education



Age structure



II. Settlement prospects in studied areas

1. Common tendencies between studied areas

Although the seven regions are quite different regarding the structure of population, education, business sectors, distances to higher education and so on, they have also important features in common. In order to produce policy recommendations relevant for all the regions, we have decided to focus on the common characteristics of all the regions.

a. Strengths

The main reason why people still live in mountain areas is that they love their home place, the **beautiful nature** and the uncompromising appreciation of their surroundings as well as the **quality of community life**. These are crucial factors that can compensate for some of the disadvantages of living in remote areas.

Then, as mountain areas most of the regions are **winter sport destinations**. It means that during the winter season, some of the municipalities multiply their population and that the demand for employees trained to touristic activities is high in this period. With the right measures taken, the seasonal activities could expand outside this season and foster a higher diversification of activities during the rest of the year.

b. Weaknesses

The seven studied mountain regions have a **low population density** when compared to the national level or the closest superior administrative level. This fact, combined with a high proportion of **elderly people**, represents a **demographic challenge** for these regions and results in the **absence of a sufficient critical mass to justify for a varied education offer**.

Most inhabitants in mountain areas traditionally worked within the fields of agriculture or local industry. Their career opportunities did not require formal education beyond basic school. Today, there is a decrease in farming and a lot of the local industry is gone, but the recruitment to higher education is still modest. The share of population attending upper secondary school and higher education varies a lot in the different areas, but practically **all have an education profile below the county and national averages**.

Despite the fact that there are few local jobs requiring higher education in the mountain areas, it is **difficult to recruit** people with demanded competences. Dalarna and Hedmark reported as one reason the fact that many highly educated people, married with a person having also a higher level of education, have difficulties to find a job replying to the competences of their companion.

Finally, as said before, most of the areas are winter sport destinations. There is a back side to the medal which is that a large share of work is **seasonal**, with a low level of activity the rest of the year.

c. Threats

Ageing of population and selective out-migration of young people and women is worrying. Then, the **high unemployment rate among young people** gives concern. The result may be emigration or dependency of these young people on the social security system. Both scenarios imply negative image of the areas in question, which may exclude future investments and immigration.

Exodus of businesses is an additional threat. Three main reasons why businesses leave a region have been identified:

- Lack of skilled employees
- Wage level too high compared to wage level abroad
- Territorial infrastructures' quality and accessibility, e.g. roads, access to broadband, public transportation

The emigration of corner stone businesses has a major impact on the number of inhabitants in a given area. As a consequence of depopulation, the local offer of public and private services may be reduced or disappear, which in turn will lead to further depopulation.

d. Opportunities

The ageing population may represent an opportunity for the job markets in question. The region of Dalarna, in Sweden, is an example of this: the large number of **retirements resulted in increasing job opportunities** for young people and immigrants who came and settled in the region (for example in the care and services sectors but not only).

The age profile of the superfluous work force implies **possibilities for retraining and re-education** from traditional to new and more relevant sectors. This demands close cooperation between enterprises and educational institutions.

Finally, **access to broadband** can remove some of the problems related to remoteness from the big urban centres. **Broadband access** can facilitate long distance education and work, may reinforce the provision of local public services (e-services) and provide opportunities for new business development.

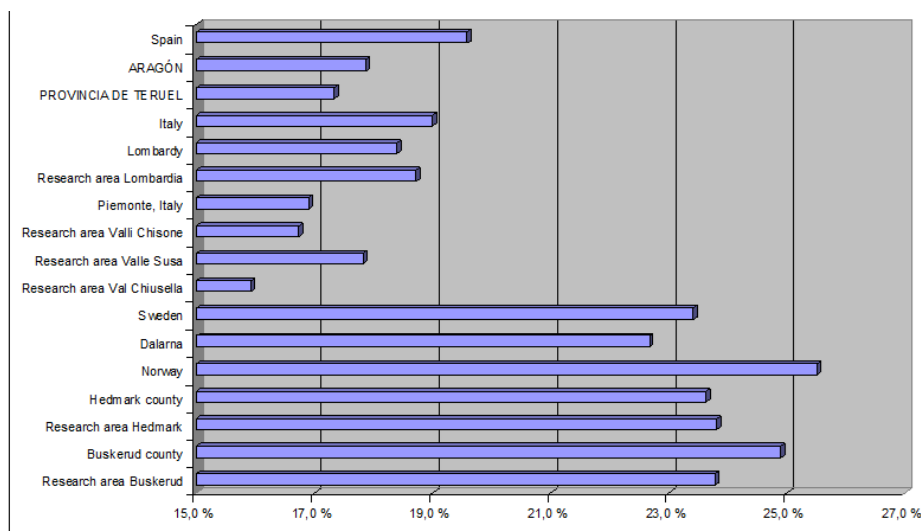
e. Hints on how mountain municipalities can meet the challenges regarding education and training

One of the most important assumptions for meeting the challenges regarding education and training is to **get young people to choose to live in the mountain areas**. A closer look at the demographic trends over a period of several years, considering separately excess of births over deaths and out-migration/in-migration, tells us that almost all the municipalities in the research area have had a negative birth/death balance, but positive in-migration/out-migration balance. Through this a lot of the municipalities have had an increase in population in the last 5 years. But many in-migrators are elderly people. In-migration of—for example—young people and young families with children to mountain areas is therefore a key element to enhance in regional policies, trying to rebalance the age structure as well i.e. to attract young people as much as retired people.

2. Area specific findings

The graph below shows the **share of young people in the different research areas compared with their region and country**. We can notice an important difference between the Scandinavian and the Mediterranean countries. Almost all the regions have a lower share of youth than both the regional and the national average. The share of inhabitants aged 65 and beyond is higher in the research areas than the regional and national average. However, there is a large variation between the different

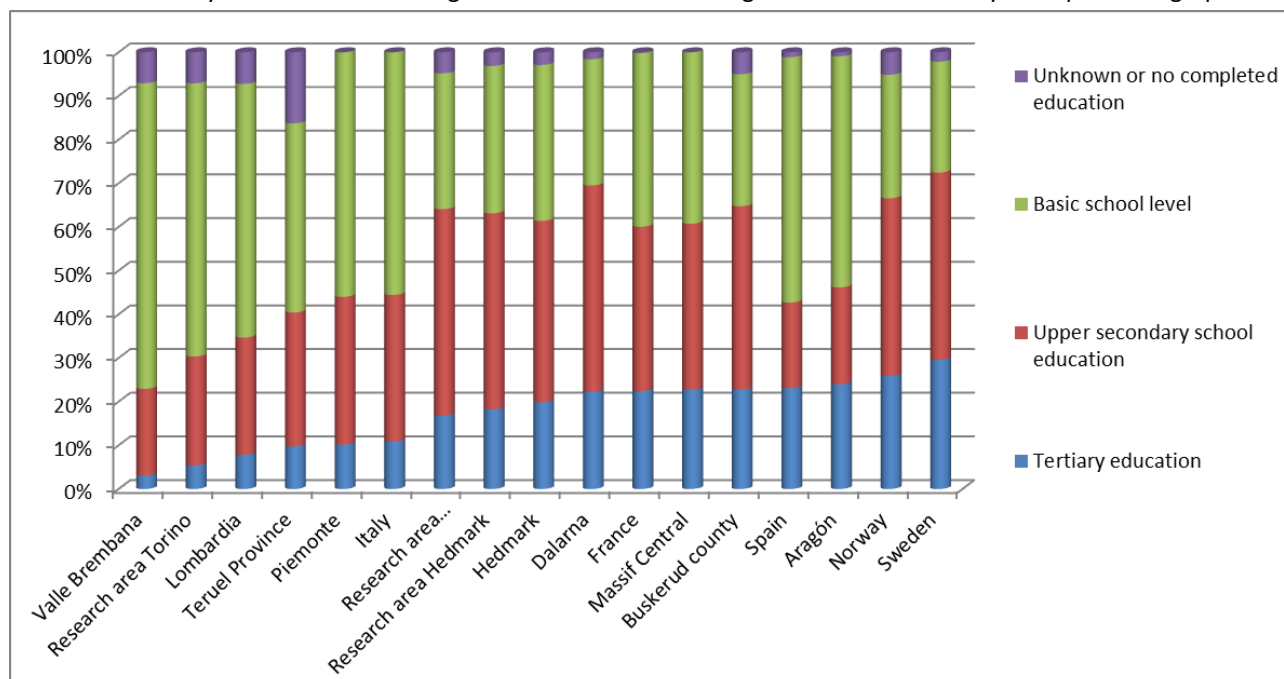
municipalities with extreme values of only 3% below 19 years and more than 40% of inhabitants older than 65. **This clearly illustrates that the mountain areas have an extra challenge related to their ageing population and that the picture varies from one place to another.**



Graph: Proportion of people aged below 19 years old in study areas and in upper administrative levels

The second major differences concern education levels. Italian and

Spanish regions have a majority of people with basic school/secondary school as their highest level of education while the Scandinavian regions are dominated by people with upper secondary school. Another main difference is that the share of population with tertiary education is much higher in the Scandinavian regions than those in Italy and Spain. See graph below:



Graph: Level of education of people in the studied areas and in upper administrative levels

To illustrate the difference between the partners we have looked at the education level of those employed in the different regions of Teruel and the research area of Buskerud.

Two main differences have been noticed:

- Around 50% of the employees in Buskerud have upper secondary school while only one region in Teruel is on that level.
- Around 20% of the employees in Buskerud have higher education, college or university, while most of the regions of Teruel have below 10%.

Finally, unlike the other partners, mountain regions in Norway have a very low rate of unemployment.

To analyse this closer we would like to look at the differences in places of work to see whether it can be explained only by differences in diversification of local economies. To do this we need more detailed data from the partners and we will probably return to this question in work package 3 on economic diversification.

III. Survey results from interviews carried out with young people, municipalities and entrepreneurs

Introductory remarks about the surveys

This chapter will focus on the main findings from the surveys carried out with young people aged of 14-19 and with local employers both in private and public sectors. **The overarching objective has been to identify whether the structure or profile of the education system, paired with non-compatible competence requirements from the local businesses, can explain the depopulation trends in our study areas.**

As we will see further, one might consider **there is an unexplored potential due to insufficient communication and/or cooperation between employers and the existing recruitment arenas in studied areas.** Combined with the results from the SWOT-analysis, the survey findings represent important considerations to be included in future policy work.

One important point to mention is that, due to the nature of the cooperation programme between the partners (exchange of good practices), **these are not scientific surveys.** They have not been implemented in all 7 regions, neither have they been conducted in exactly the same way in the participating regions. The questions have been translated, and may have been interpreted in different ways in the different countries. However, we believe conducting such an analysis is a key to defining the problem and that testing usefully this methodology represents a good practice in itself and can inform policy making.

Scope of the surveys and number of respondents

The respondents have been chosen by randomising the municipalities/enterprises within the research area and by selecting a certain number of schools.

The survey of pupils has been carried out in 5 regions and brought a lot of useful information, even if number of respondents varies significantly between the regions:

- In the Secondary school we had 97 respondents: 35 from the province of Turin and 62 from Buskerud County.
- In the Upper secondary School: 992 Respondents: Turin (47), Lombardy (481), Buskerud (62), Teruel (402).
- The survey of enterprises has been carried out in 6 regions: Lombardy, Turin, Massif Central, Teruel, Hedmark and Buskerud. Total number of respondents: 61.
- The survey of the municipalities has been carried out in 4 regions: Lombardy, Turin, Hedmark and Buskerud. The total number of respondents for these questionnaires is of 27.

1. Results from surveys of pupils: young people's expectations and plans

Whether you have to move away from home or not in order to attend upper secondary school or university or the course you wish to follow is important for where you will live as a grown up. There's a significant body of research and empirical evidence which suggests that the geographical location of an individual's first job after finishing (higher) education determines, to a large part, her/his future place of residence and our surveys tend to confirm that trend.

The nearest school doesn't necessarily offer all branches of study or specialised courses that are relevant for/preferred by the students. This means that **a lot of young people have to move away from home already at the age of 14 - 16.** In most of the municipalities, the commuting distance to the nearest university exceeds the standard maximum. As previous surveys show that graduating students often search for a job in the region where they have studied. In consequence, what could have been a potential job in their region of origin is often not even considered.

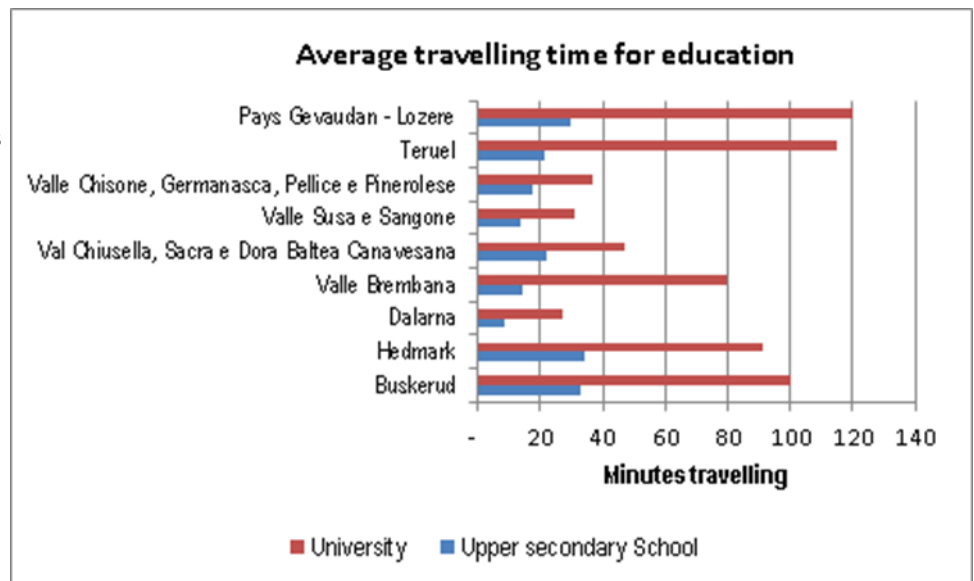
In this regard, other factors besides the education system and the employment possibilities must be considered in the analysis of the settlement prospective in each region. **What characterises the selection basis, or in other words, what does it take for young people to settle down in their region of origin?**

a. Accessibility of education facilities

Main findings from the surveys carried out in schools are clearly confirmative on whether the closest upper secondary school is within acceptable commuting distance and whether it offers the preferred courses¹.

The majority also has college or university within acceptable daily commuting distance. **But the majority says that the nearest institution does not offer their preferred courses².**

As for training/continuing education of employees, the supply of relevant training is generally reported as scarce at local level.



b. Tendencies and orientations

One of the questions of the survey of pupils in secondary schools was whether they are planning to attend upper secondary school and practically all respondents replied positively. **Those who are going to upper secondary school have already chosen a future profession and also think they will find work in their region.** Furthermore, **the majority of the respondents (59%) think they could find work in their region instead of going to upper secondary school.**

A proportion of 50% of the respondents consider living in their region of origin after graduation, and 50% say they may consider it. In Italy alone, as much as 62% consider staying. In both Italy and Norway, “family and friends” are the most important reasons for staying. The eventual or actual lack of working opportunities is the main explanation in both Italy and Norway for those who do *not* consider staying. Young people appreciate living in their municipalities and the **main qualities they see in their local society and appreciate** are that **people know and care about each other, outdoor activities are diverse and accessible**, and they consider that there is **less criminality than in big cities.**

Another result of these interviews is that the majority of respondents (57%) plan to study at college or university and this is based on the choice of the job they would prefer to do. **A minor majority of pupils is optimistic about work opportunities when they finish upper secondary school, except in Teruel. The respondents do not point out the tourism or the classical industry as the sector with most possibilities³ and would rather have wider opportunities.**

Most of the respondents who will take higher education have decided upon their future profession. They are uncertain, but rather positive about finding work in the region after they have graduated.

There is a clear positive tendency about settlement in the region, and again family and friends in the area are the most important motivation factor.

In brief:

A majority of young people think they could find a job in their area of origin after secondary school. They would consider staying if they could.

¹ In Buskerud, as much as 62% answers no to this question, in Teruel, a simple majority answers no.

² But in Buskerud and Turin there is no clear tendency. Italians and Spanish must travel less than 2 hours to find their preferred course, while Norwegians have to travel over 2 hours.

³ For those who chose a sector: In Buskerud they chose tourism rather than industry. In Lombardy they chose industry rather than tourism

2. Results from surveys with enterprises and municipalities: current and future staff needs

a. Present and future characteristics

The survey of enterprises has been carried out in 6 regions: Lombardy, Turin, Massif Central, Teruel, Hedmark and Buskerud and was answered by 61 respondents. The sector and the type of enterprise varied from one region to another. Thus the informants from the enterprises report of a large *variation* when asked about present and future skills requirements according to the different sectors.

One of the results is that **there is no general inclination towards required competence from higher education or knowledge intensive skills**. We consider this is, to a large part, due to the choice of business sectors for the survey: most partners chose to focus on one or two economic sectors, except in Hedmark where they interviewed managers from 6 large companies in different sectors. Industry and tourism sector, major employers in the mountain areas, where the most frequently selected. These sectors generally require a lower level of competence and education but a high level of motivation and practical skills. **Given that these industrial sectors still dominate the supply of jobs in these areas, this trend is not entirely consistent with younger generations' plans of both attending higher education** (choice of more than 56% of high school respondents) and getting related jobs in their home region.

This also offers, at least to some extent, an explanation as to why a relatively **large percentage of the enterprises reports difficulties in recruiting employees possessing the skills needed locally or regionally**. The survey shows indeed that **companies look for employees first locally or in the nearest area** before searching far away (a trend more pronounced in study areas from Southern countries, Italy and Spain). But they cannot find what they look for if most pupils/students are not interested in the types of jobs they proposed.

As regards the future, **the general trend is that the profile of required skills will not change significantly** within the next five years, while **recruiting competent employees is also expected to become somewhat more difficult**, due to the specific needs they have and the lack of these competences locally (or difficulty to find them).

b. Recruiting skilled employees

Despite the over-representation of traditional sectors in the survey, results show **there is room for more qualified jobs and already a diversity (even if limited) offer of jobs for highly educated people**, for example in the context of broadband development (see graph on next page). This is likely to increase with progressive diversification of economies in mountain areas.

But, as we have said already, **the general trend is that new employees are recruited locally or in the nearest area, despite the fact that both recruitment of qualified personnel, continuing education and training for current staff, locally and/or regionally often is considered difficult by a large part of the respondents**. This leads to recruitment difficulties.

First, as businesses in study areas are situated in remote areas, providing professional training involves to ask employees to travel for several days to bigger cities, where they will find appropriate classes. It is costly both in terms of time and money. But through our good practice collection we have identified a solution: the Chamber of Commerce and Industry of Lozère offers tailor-made training programs to companies settled outside big urban centres and which have no training programmes locally. This is a solution to enhance human capital locally (to find out more, read the description of this good practice in our good practice collection in WP1).

Then, replies of business representatives and municipalities in Hedmark for example highlight that the recruitment to existing qualified jobs, i.e. to positions of managers and leaders, is difficult in mountain areas as often intervenes the question of finding a job for a couple of highly educated people. As Dalarna is currently facing this problem of sustainable settling of highly trained/skilled people in their areas, they have already developed good practices in order to counter this problem (good practices 23 & 25 addressing creation of a data base mapping and communicating to businesses the skills available in the region).

Finally, there needs to be linkages between businesses and education facilities to ensure good communication. In that respect, surveys among enterprises show that generally, **there is significant contact between businesses (and municipalities' administrations) and upper secondary schools, but to a smaller extent with university colleges and even less with universities**.

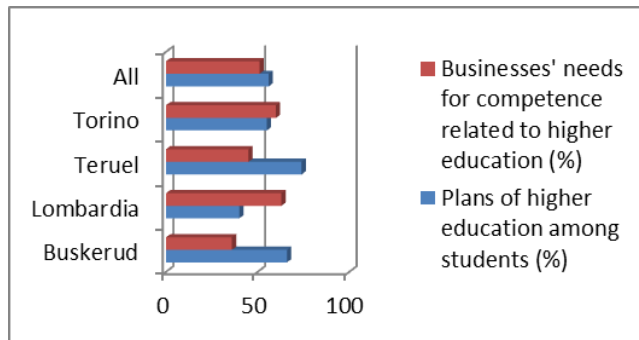
3. A better match between the future recruitment needs and employees' educational profile?

In spite of contact between the business sector and the educational system, young people choose to stay in their region of origin mainly because of family and friends, and those who choose to leave explain their choice by the lack of work possibilities. As we can see from the following diagram, the "match" between students' educational plans and the enterprises' needs for different kinds of competence/skills, as reported in the surveys, is of a varying degree:

In the regions of Buskerud and Teruel, there is a significantly high percentage of young people wanting to obtain higher education (education after Upper Secondary School or after completed apprenticeship). This is higher than the corresponding share of needs of this kind of competence reported by local enterprises.

In Lombardy, the picture is the other way around - the reported need for high education competence seems to be much higher than the share of young people planning to get higher education.

In the province of Torino, the shares are roughly equal.



If we also consider the results from the survey of municipalities¹, the picture of reported needs for higher education competences do not change significantly. It is, however, difficult to compare the reported needs for competence in municipalities, as there are significant differences between countries in terms of functional structure, i.e. the way the responsibilities of public services are distributed between different levels of administration. In Norway, for instance, municipalities are responsible for elementary and secondary schools, and a large part of the health services. Accordingly, the Norwegian municipalities will report a significant need for employees possessing teaching and health care skills (skills at 'higher education' level). This need was not mentioned, for exam-

ple, in the two Italian regions.

However, generally, mountain municipalities will offer a number of work opportunities for people having finished higher education; more so in regions where a large part of the work force is employed in the public sector. **Public sector jobs could thus provide an important supplement in terms of work opportunities for people with higher education.**

However, it must be emphasized that the results from the surveys do not imply a "linear" relationship between the reported individual plans and the enterprises' needs of competences. This is due to the fact that we have not asked businesses representatives what number or share of employees with higher education (and corresponding skills) will be needed in the years to come. This was not the aim of the survey.

Thus, we don't know the real, or anticipated, number of knowledge-intensive jobs that will become available. Accordingly, this cannot be directly compared to the number of young people in the regions planning to attend higher education while also wanting to live in their native area, as reported in the survey.

Nevertheless, there is good reason to believe that **the results from our regional surveys reveal a real, and significant, "mismatch" between students job opportunities** (knowledge-based jobs, based on higher education), in their native region one the one hand, **and the kind of jobs offered** and skills required in local business sector and municipalities.

This mismatch must be presumed to be an obstacle for young people to continue living in, or returning to, their native region after finishing their higher education.

In the longer run, therefore, an important objective for mountain regions must be to diversify of the local/regional economy structure with a greater share of knowledge-intensive jobs and skills, thus providing better working opportunities for people with higher education.

As it was exposed in the previous chapters (parts 2.1 and 2.2), generally, there is a need to reduce the mismatch between individual plans and orientations of students and young people and the need of competences and skills among businesses and municipalities. This should be done by:

- *increasing, maybe even "institutionalizing", the contact between the business sector and the secondary/upper secondary schools, and by*
- *improving the students' access to relevant studies and educational/training institutions through reducing travelling distances and increasing the supply of distance learning.*

Improving the information flow and the communication about local business and employment opportunities could facilitate local recruitment. The role of internships has not been treated specifically, but is an example of how this can be materialized. A main trend in the reported examples of "good practices" of the PADIMA project is that broad collaboration and cooperation, between different levels of government and between public and private sector locally and regionally, on educational and training issues is often a 1st element in the development of a 'good practise'. In order to achieve this, there needs to be a sufficient space, legally and financially, for local initiatives and solutions.

Systematic measures for improving the situation and reputation of local businesses is another example of how these challenges can be met. This element will be treated in our Work Package 2 on territorial marketing.

¹ The survey among municipality administrations was conducted in the regions of Buskerud, Lombardy and Torino, with the addition of Hedmark.

4. Overview of key findings of WP1 surveys

The project's study areas vary in size, overall population and age structure, but we also have some features in common:

- **Studied areas have an age structure with many elderly and few young people.** This gives a negative birth balance, because fewer children are born than the number of people who die.

- **Many of the municipalities are able to have a stable population, and even a small growth, due to positive migration.**

In the past years, we have observed that fewer and fewer inhabitants of the municipalities were born there. It is too early to tell the socio-economic consequences of this trend in the long run. On one hand, so far, the growth and maintenance of these municipalities' population depends on their capacity to attract and integrate new comers. See table on the right, with the Spanish example where the region grows thanks to new comers. On the other hand, these municipalities need to strengthen their capacity to retain their own population if they want to keep their roots and identity.

- **The age profile of migrants varies** a lot between partners regions. In some of the regions most people migrating to the area are elderly people, which move to the country side as they retire. This means that in-migration, on which municipalities depend to keep up their population, is worsening the age structure problem. Elderly people also have greater demands regarding health care than youngsters and this generates extra expenses for the local society, as well as some opportunities. However, in some regions, (Dalarna, Torino, Teruel) authorities have managed to provide sufficient job offers to interest young people to settle in and to achieve both positive migration and improvement of the age structure.

- The surveys show that there is a **bad correspondence between young people's expectations** regarding working opportunities **and the offers available** at local level. But in general, **youngsters would be very interested to stay if they could.**

- **Young people** (and in the study areas of Hedmark, Teruel and Dalarna young women in particular) **are migrating out** from mountain areas mostly due to the following reasons:

1. lack of higher education institutions within the areas,
2. lack of interesting jobs,
3. lack of urban life,
4. lack of other young people living in the area.

- **The level of education of people** living in mountain regions is, on average, **lower than the country's average.** The result of this is that businesses requiring highly qualified people might leave the district or not settle there due to recruitment difficulties.

- **A majority of young people is positive about living in their region of origin if they could:** a proportion of 50% of the respondents consider living in their region of origin after graduation, and 50% say they may consider it.

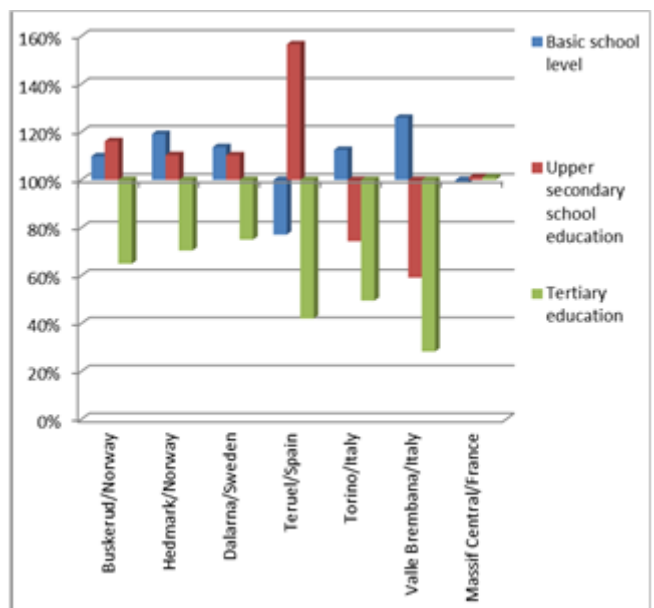
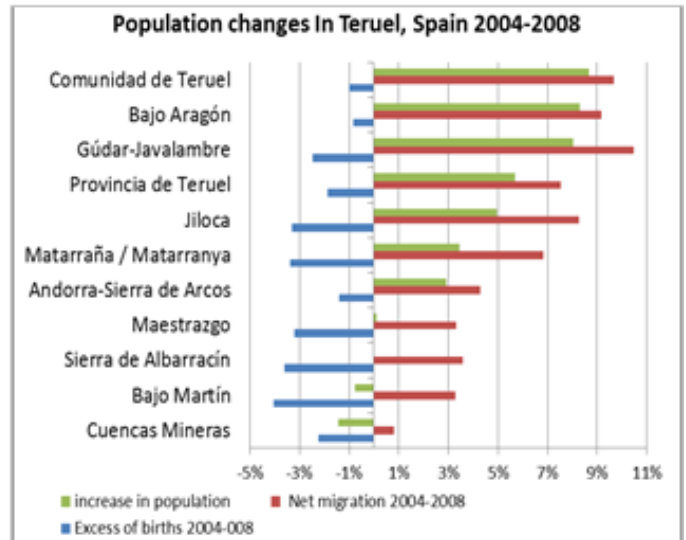


Table: Average education level of people of the age of 16 and above in study areas as compared to the country. Note: For Massif Central, numbers are very close to 100%.

IV. Digest of the 42 good practices identified

During the education and training work package, **PADIMA partners have gathered 42 good practices** i.e. initiatives that have given positive results in their region with regards to the offer of training and education on one side, and the population issue, on the other side. The complete collection of good practices is assembled in a separate booklet available [on-line](http://www.padima.org) (on www.padima.org).

Out of this collection PADIMA partners have selected some good practices (GPs) that are of most interest for their areas and that they think would be useful to transfer to their areas. We will here give a brief summary of the GPs selected. For further information about these initiatives, please see the booklet.

In total, **partners altogether manifested their interest for the implementation in their regions of some 16 different good practices**. More than this, **4 of the GPs have been chosen by more than one partner**. We indicate down which partners are further interested by each initiative.

Recruiting to wood industry. GP 33 from Buskerud – selected for transfer by Turin, UCCIMAC, Dalarna and ERSAF.

The background for the practice is ageing labour force in wood industry. The target audience of the initiative is represented by young pupils who are about to choose their future occupation.

Wood industry representatives have presented their profession and encouraged young pupils to design their own little furniture. 30 applications for new jobs were sent to companies from students after the first meeting, not the only one. Companies selected the best students and employed them.

The practise has been made possible through a partnership between 43 manufactures, secondary schools and upper secondary schools.



Picture: MaterialBanken, Norway

Adult continuing training for employees and managers, GP 11 from UCCIMAC – selected by Hedmark, IREALP and Buskerud

Context: companies in the region are small and face difficulties in sending employees away for professional training. Thus the Chamber of Commerce and Industry offers tailor-made training programs according to companies' needs, to prevent the employees from having to travel away to training centres. Within this initiative, professional trainers travel to mountain areas to provide the training. The initiative has been highly praised by all the companies participating in the programme.

ICT Pedagogical centre, GP 21 from Dalarna – selected by UCCIMAC and Buskerud

Context: more people need new, more flexible ways to study and learn. To meet this new ambition and to make education accessible to more people, a solution can be to create online courses. Promoters have built on the need for change, both in the approach to meet individuals' and organisations' ways to learn and in how technology is used in a meaningful way.

ICT Pedagogical Centre is part of Dalarna University and interacts with businesses, municipalities, county councils and municipalities. It involves some 12 000 students whom are taking part in online courses, 11 people work directly in the ICT Centre, and some 400 teachers.

Tourism Industry College (TIC), GP 24 from Dalarna – selected by Hedmark and IREALP

Context: Dalarna has the largest tourism sector in Sweden outside the three larger towns. 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.

Most work in the tourism sector is seasonal. This is a problem for municipalities since many people live in and use the facilities of the 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".

TIC is an initiative which includes both the regional and local level with Dalarna Region and 12 municipalities. At least 710 students are included in the educations offered by TIC/yearly. 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.

Courses on environmental education for teachers and students, GP 15 from Torino – selected by Hedmark

Courses to raise awareness on the environmental issue addressed to people coming from different contexts (institutional sector, environmental associations, and operators of the didactic farms). Training teachers in a specific mountain context that favour the dialogue and the comparison with the students.

Origin is linked to the necessity to re-use the important building heritage of Pra Catinat, founded as “Didactic Laboratory on the environment”.

Every year, training courses of Pra Catinat involves 7836 persons. 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.

Industry and recruiting, GP 31 from Buskerud – selected by Dalarna

Context: 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 and with Upper Secondary School concerning special studies related to their profession. Industries report that this is an excellent way of recruiting skilled labour.

Course of mechanics, mechatronics and energy, GP no 13 from IREALP – selected by Dalarna

Responds to the needs of the main industries, which require workforce with specific skills. This course is supported strongly by the Industrial Associations, which are always complaining about the absence of training courses offering specific skills for work in the industries of the area.

The course started in September 2010, so it isn't possible yet to comment on the satisfaction of the industries. 27 students registered to take part in this new course.

Recruitment in tourism sector, GP no 29 from Buskerud – selected by Dalarna

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. Visits from young workers and day trips of students from secondary school to companies have been very appreciated both by students and companies.

International service office, GP no 40 from Hedmark – selected by Dalarna

It is registered a demand for increased mobility and an increased international perspective in the business sector in Hedmark and Oppland. Establish and maintain international partnerships for best possible motilities. 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.

It involves 60 apprentices every year (total of 400 apprentices since 2002), some 60 apprentices supervisors have visited abroad companies since 2002.

Technical and language remote training, GP no 10 from UCCIMAC – selected by IREALP

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. 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.

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 necessary lead to cutting costs. In the case of technical training adapted to the needs of a company, the latter must be deeply implicated (Human Resources Manager, Training Manager). Industries report that this is an excellent way of recruiting skilled labour



Regional competence platform - Action for Training in Dalarna, GP no 23 from Dalarna – selected by IREALP

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. The objectives of the project is 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.

Not yet possible to say how many of the interacting players will be involved in the various working groups. The informant believes that this 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.

DalaWux (DW)- Adult Learning and Development, GP no 22 from Dalarna – selected by IREALP

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. An important objective of DalaWux has been to ascertain what are the real education needs of employees and employers in Dalarna. Today's range of courses in the county did not meet the requirements.

Among the activities we may mention: 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. 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 they are in line with, or just above, the national average.

Health and Social Care College Dalarna, GP no 27 from Dalarna – selected by IREALP

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.

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 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.

There are approximately 400 students at the Health and Social Care College in Dalarna.



Higher education in the mountain region, GP no 38 from Hedmark – selected by IREALP

Offer required higher (and further) education in the region through; 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. A total of at least 800 persons have participated in studies provided in Tynset and Røros. Many people say they would have to move to take these stud-

Cooking lessons for owners and workers in Alpine huts, GP 42 from IREALP – selected by Buskerud

In the last years, tourists are more interested than in the past of traditional foods and beverages. Owners and workers in alpine huts don't have professional skills in hospitality and gastronomy. IREALP (now ERSAF) have organized lessons of hospitality and gastronomy with professional chefs addressed to owners and workers of alpine huts. First edition was in autumn 2010 in Lecco, Varese and Sondrio with nearly 40 participants.

V. Guide for implementation of good practices

1. General comments

PADIMA partners have quite different situations regarding their opportunities to change the policy within their research region. While some of the regions are making their own decisions regarding activities/projects they want to start on the municipality level, others are dependent on the national level. This makes it very difficult to suggest ways of acting to implement good practises in one region.

The possibilities for implementation of a new policy in the partners' political systems vary from country to country. However, we have started to reflect on the **design of policy for education and training in mountain regions** in general and we consider this should involve the following steps:

- **Evaluating the general population trends and especially identifying the target groups needing education and training:** children, immigrants, adults, students... and the specific sectors where training is needed. Conducting surveys in schools and in companies seems like a good way to identify needs.
- **Qualifying the situation:** lack of job opportunities/ Job opportunities but not well known and declining due to recruitment difficulties...
- **Choosing among PADIMA best practices the relevant ones.**

Some of the partners can do this quite easily, by administrative authorization or by presenting a case before a political committee, while others are dependent on selling the idea to the politicians so they can take an initiative. The implementation of a new policy will also be dependent on the type of project. It is easier to implement a single course than to establish a new college, for example. We provide below as example the action plan envisaged for implementation of three good practices in Buskerud County council.

2. Example of implementation in one partner region

In Buskerud County, Norway, for example, there are several different ways to implement a new policy:

- It can be mentioned in the Regional Planning Strategy for Buskerud County. This is a 4-year plan developed together with the municipalities, regions, organisations and the regional representatives of the national authorities in Buskerud and decided by the County Council of Buskerud County. Once it is mentioned in this plan it needs a new political decision to grant the necessary money to start the new policy.
- It can be mentioned in the yearly Action Programme for Buskerud County Authority, decided by the County Council. Whether it needs a new political decision to start is dependent of the policy.
- A political committee can ask the administration of the county authority to give a report around the costs of implementing a new policy.
- The administration of the county authority can prepare a case for a political committee, who might decide to grant some money for the action.

In most cases the County Council will not finance a new project 100%. This means that it is necessary to find a partner. This (ese) partner(s) can be either public or private or both. In most of the project the financial share of the County Council is 50%.

Buskerud County have chosen the following GPs to follow up:

1. Adult continuing training for employees and managers
2. Cooking lessons for owners and workers in Alpine huts
3. ICT Pedagogical Centre – Net based learning

These three actions will demand quite different ways of implementing them.

a. Adult continuing training for employees and managers

Before doing anything else we will have to describe the programme and put up a budget. We will also discuss with our own Department for Education whether it is possible to use some of the teachers from the upper secondary school into such a project. Although we think that this sort of training is needed in the research area we will have to discuss it with The Confederation of Norwegian Enterprise (NHO) and The Norwegian Confederation of Trade Unions (LO) before starting up. We will probably try to have The Confederation of Norwegian Enterprise (NHO) and The Norwegian Confederation of Trade Unions (LO) to take the leadership. If they agree, the County Administration's position will be helping them get some grants from the County Council.

In a third step, we will be in touch with Innovation Norway, who partly finances development of businesses, to see if it is possible to raise the necessary funding besides our own grants. Depending on the money granted we will set a self-financing part from the participants in the training programme.

When the other partners, NHO, LO and Innovation Norway, have made their decisions about a grant for the programme, we can send invitations to the actual businesses and start the programme, if it is of interest for a sufficient number.

b. Cooking lessons for owners and workers in Alpine huts

The alpine huts in Norway are partly owned by the Norwegian Trekking Association (DNT) and partly by private owners. DNT and the private huts are cooperating both regarding tracks in the mountains and members of DNT are given the same prices in the private huts as they are paying in DNT's huts. Like in the Alp-area visitors today are not satisfied with canned food. They want to eat and drink well even when they are walking in the mountains from one hut to another.

To start up such a programme we will have to contact the national association at first, because they have most huts. We will discuss whether we need to have a separate course in Buskerud county, or e.g. together with the rest of the partners in the Norwegian cooperation for Mountain Regions. We will also discuss with the department for education whether it is relevant competence within the teachers in upper secondary school. Probably we will end up with teachers coming from one of our hotels, that are well known for their gastronomy.

Dependent on the area of the course we will look for money. If the course is only in Buskerud, we will ask the County Council to finance part of the course together with Innovation Norway. If the course is open for participators from all over the mountain region in South of Norway, we will also have to ask for money from the other county councils.

Together with DNT we will then plan when and where the first meeting shall take place and send invitations both to the staff on the DNT huts and on the private huts.

c. ICT Pedagogical Centre – Net based learning

As far as we know Norwegian universities and university colleges have done rather little around net based learning. It's a rather small supply from them in this area. For upper secondary school it's only one private school who has this offer, none of the public schools. This is very surprising when you look at the long distances in Norway. However we know that some of the big companies, with departments all over the world, are using net based learning. In other words – the competence exists.

This should be a very interesting project for several counties in Norway, because of the long distances. Due to the fact that each county has only a little part of their population situated in the mountain regions it will be rather difficult for one single county to establish a centre alone.

It is possible that it can be established together with other counties in the south-eastern part of Norway. For example if we could have the cooperation of mountain counties in Southern Norway, where Buskerud and Hedmark participate, to take a lead-roll in such a project the possibilities for success would be much higher. One of the universities/university colleges in the area, with competence on the field, would be chosen as centre, while other university colleges would be engaged in development of the studies. As most of the populated mountain region has good access to broadband it does not matter where the centre is located.

Even if this could be a possible solution it will take rather long time to establish.

If enough interest is demonstrated in the county, it will be possible to mention such a solution in the 4-years Regional Planning Strategy for Buskerud 2013-2016. We know that one of the upper secondary schools in Buskerud is planning to develop this competence within the school, with the goal to be a centre for this type of learning in our county.

PADIMA partners will all work on similar plans to reflect on how to integrate the best practices they have identified in their own policies. This will be done in accordance with their local context and in coherence with the good practices that will be identified in other work packages. It is indeed important to have an integrated approach of how to improve policies against depopulation in on specific mountain area.



VI. Overview of policy recommendations

The results of this collective work on education and training bring us to formulate the following policy recommendations.

At EU and national levels:

- Local and regional authorities as well as local and regional training and education institutions should be given **sufficient flexibility for them to be able to adapt their education offer to the specific set of i) expectations from students ii) needs from local businesses**: both may not match perfectly but both are necessary.
- The close inter-relation and potentially mutually beneficial effects of actions on economy and education call for a **greater coordination of policies contributing to these various objectives, allowing the development of integrated approaches at local levels** (see infra).
- **Access to broadband has proved essential to a lot of the good practices developed and it must be provided in priority in mountain areas where ICT has the strongest distance-shortening effect.**
- National authorities must make conditions favorable for net-based higher education. This is very important for countries with low population density in parts of the country.
- Conditions for adults who wants to take more education as grown ups must have favorable conditions

At local/regional levels:

- Surveys carried out with young people show that **they are in a positive attitude regarding the place where they come from and that, at school stage, they would be rather eager to stay and work there** and keep enjoying the warm community life, beautiful surroundings and quality of life. The real or perceived lack of job opportunities in “modern” sectors and the low availability of higher level of education is the reason why they move out, get used to urban life in the big centers where universities are located, get a job close and finally settle elsewhere. Responses to this situation requires several type of actions:
- **Investing in education and training facilities which take the best advantage of local resources**: it can be a high level institution in the field of environment, a top-education center in tourism etc... It can overcome obstacles of remoteness and accessibility by increased use of ICT and distance learning. These institutions should aim to attract as well students from outside the area. Higher education facilities attract teachers, who have children, etc... Having a university close to the mountain area is a great advantage that should not be underestimated. But if there is no university, these institutions can take other modern forms such as the ones presented in the best practices.
- **Modernizing the traditional sectors** on which mountain areas are and will remain for some time extremely reliant: forestry, agriculture, tourism. This can be done by working on innovation in these sectors and providing targeting education and training to companies and employees in these sectors or even to people who are likely to welcome tourists anytime during the year and provide a good image of the area.
- **Encouraging the development of alternative economic sectors by decreasing all obstacles to their settling in mountain areas** as compared to lowland accessible or densely populated areas: in the field of education and training, this requires the provision of **tailored-made courses which can help improving human capital and employees skills** without having to travel far away, either by asking the trainers to go to the company itself, or by providing distance learning via ICT.
- **Improving for both traditional and new economic sectors, the knowledge of young people regarding their job opportunities in their region**: this means developing partnerships between companies and schools, thanks to the intermediation of municipalities or regional authorities, to organise presentation of companies in schools, stands in job forums, and, the most efficient certainly, practical experience of what the job can be via concrete practice, apprenticeship and traineeships. Such initiatives are likely to reduce the mismatch between companies needs and young people aspirations, especially where the lack of job opportunities is only perceived and not real. It is likely to create vocations where they did not exist. Even if students move out to go to university, they will leave with a more detailed picture of what they could find if they came back later once tired of urban life.
- **Improving relationships and building partnerships between businesses, schools, training centers and universities**, to foster the development, at the smallest possible commuting distance from mountain areas, of training courses adapted to mountain needs.

Perspectives for further work by the partnership

The work carried out in this work package has raised several issues that will be addressed in greater detail through the following work packages and in the integrated approach to fighting depopulation:

- How to improve the image of local businesses as places which can offer career opportunities and improve at the same time the image of the region as a place with a future, likely to retain its young people and to attract new workforce?
- How to foster diversification of local economy to provide more opportunities for people who want to live and work there?

The other way round, work carried out in the future packages will send back some requirements for education and training. Interrelations will be examined in the end of the project and a thorough analysis of what an integrated approach to fighting depopulation should be will be presented in the final recommendations guide to be delivered in June 2012.

Current EU policy discussions on a common strategic framework for the use of EU funds which contribute to territorial development (EAFRD, ERDF, ESF, EFF) and on possibility of multi-fund programmes, **offer interesting perspectives for mountain areas**, where **integrated local development projects combining an economic diversification or development component and a skills development component, in areas which are mainly rural, are likely to bring a much more positive impact than separate programmes addressing these issues in a demarcated way**. The partnership aims to disseminate these first results to foster reflection in this direction.

Our next publications:

- **Territorial Marketing newsletter:** October 2011
- **Economic diversification Newsletter:** early 2012
- **Territorial Marketing recommendations guides:** October 2011
- **Economic diversification recommendations guides:** early 2012
- **1 recommendations guide for an integrated approach to depopulation** mid-2012

Our next events

September –October 2011: Interregional training session “*Developing strategies to attract and welcome new migrants and new populations in mountain areas*”

29-30 November 2011: Le Puy en Velay, France:

Economic diversification seminar

June 2012: Final conference of the project in Brussels

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