SEMIGRA
Selective Migration and Unbalanced Sex Ratio in Rural Regions

Targeted Analysis 2013/2/15

Inception Report | 02/March/2011

This report presents a more detailed overview of the analytical approach to be applied by the project. This Targeted Analysis is conducted within the framework of the ESPON 2013 Programme, partly financed by the European Regional Development Fund.

The partnership behind the ESPON Programme consists of the EU Commission and the Member States of the EU27, plus Iceland, Liechtenstein, Norway and Switzerland. Each partner is represented in the ESPON Monitoring Committee.

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This basic report exists only in an electronic version.

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1 Purpose of this report

This Inception report confirms, clarifies and refines our original proposal to ESPON reflecting the discussions of the TPG, with the stakeholders and the CU since the kick-off meeting on November 29th 2010. Section 2 of this report presents the analytical approach including a review of the main literature and data sources. Section 3 presents first results of the analysis on EU level and a detailed description of the methodological approach for the case study research on the regional and local level. In section 4 prospects and framework conditions of strategy building and policy advice are formulated. This issue is closely linked to the discussion of potential barriers that may limit the project success (4.2).

Beyond that, this report is particularly responding to the Monitoring Committee's advice on the project application. They drew particular attention to the following issues which are reflected in different sections of the report:

- The MC mentioned the need to clarify the definition of rurality in the frame of the research question. This issue is presented in section 2.3 referring especially to existing ESPON results like EDORA.

- The report includes also in-depth information on the implementation and timing of interviews which is central for the project progress. In section 3 we present our methodological approach with detailed information on the target groups, the sample and how interview partners are recruited. In this context the question how the situation of rural young men can be considered in the framework of SEMIGRA is also reflected. Their needs, future plans and expectations are included in the survey with pupils. Young men are also subject of the expert interviews.

- In section 3, we also describe how we will identify types of lifestyles that might be appealing for young women. In section 4 we link this aspect with possible policy recommendations and its use for the development of the case study regions.

- Reference to policy questions mentioned in the project specification and the applicability of results for policy makers is highlighted in section 4.

2 Analytical approach

2.1 A theoretical perspective on female migration[1]

Migration is a multidimensional process, influenced both by individual and supra-individual parameters at different spatial levels (table 4, annex). With regard to international research it is recognised that women have increased their share of international migrants since 1945 (Castles & Miller 1994). Especially with regard to development theories, research on migration has undergone a feminisation process. Nevertheless lots of methodological and theoretical work remains before the research on migrating women has caught up with the research on migrating men (Kofman 1999). To better understand the processes behind migration, a short overview on the most common migration theories is given with particular regard to gender issues.

One of the most common theories to explain migration is the **neo-classical macro theory of migration**. It explains labour migration by wage differences between the area of origin and the area of destination (Ranis & Fei 1961, Todaro 1976). Consequently, if one sex is over-represented amongst the migrants this can be explained by higher net gains of migration for that sex. According to the **New Economics of Migration** relative deprivation is a major driver of migration (Stark 1991). Migration is not a decision of the single individual, but of the family. It is a rational behaviour for many families in under-developed rural areas to let their daughters emigrate. They are supposed to take jobs in the unqualified service sector and send home money frequently (Lauby & Stark 1988).

The **Dual Labour Market Theory** argues that most migrants originating from rural areas have a low education. Usually the migrant is unemployed or has a marginal position at the labour market in the area of origin. The person will climb in the social hierarchy in the area of origin when they emigrate – regardless of what job they pick up in the area of destination (Piore 1979). According to Morokvasic (1984), women demand less than men and constitute a more flexible labour force. For rural young men, on the other hand, staying may be more beneficial than leaving. Rural labour markets tend to offer better job opportunities for men with low formal education, e.g. in agriculture or handicraft enterprises where manual skills and personal relationships matter more than school leaving certificates (Bye 2009). Women, in contrast, rely much more on formal educational credentials for their economic security than men (Corbett 2005). The

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[1] The motives for refugees to emigrate are not considered in this overview.

decision whether to migrate or not does not only take economic considerations into account, but has also a socio-cultural dimension. Women in rural regions where economic and social structures offer no future other than being a homemaker and mother, are willing to take any job just to leave the area. There are also reservations about female labour force participation in rural on the part of the families and the local society (Oedl-Wieser 2005). In this respect, patriarchal structures and the low compatibility of family and career may constitute a major push-factor for these women.

Decision theoretical concepts are normally using the classical behavioural **push-pull-model** with intervening obstacles. This approach assumes that the decision to migrate is taken after a thorough cost-benefit-analysis. Poverty, social exclusion, unemployment and an insufficient housing situation are examples of push-factors, while prospects of higher income, to get a (better) job, better access to services and better housing are examples of pull-factors (Lee 1966). Sex differences in migration relates to how men and women are affected by push- and pull-factors in the areas of origin and destination.

Alternative approaches on migration highlight the impact of social networks (Cassarino 2004), social capital and transnational communities (Pries 2003). Increasing complexity and heterogeneity of migration patterns is of particular interest in a globalizing society. Against this backdrop, migration is regarded as an ongoing process. **Social networks** in the destination as well as in the donor region influence the decision to migrate, especially with regard to female migration behaviour (concept of linked lives, see e.g. Bailey el al. 2004). Living together with a partner, having children or caring for elderly relatives tend to lower the propensity to migrate. Beyond that it has also been shown that migrants increasingly divide their time between different residences (Weichhart 2009). In the frame of SEMIGA the concept of **transnational communities** may reveal an innovative perspective on commuters, multilocal households and female return migrants (Glick Schiller et al 1992).

Differing localities and regions are also characterized by different kinds of **social capital** as a consequence of economic structure and migratory movements. Out-migration areas are often characterized by social cohesion founded on old ties among the non-movers ("bonding" social capital) while in-migration areas are more characterized by new constellations of social engagement and consequently also of new kinds of social capital ("bridging" social capital). "Bonding" social capital has a tendency to exclude newcomers and to hamper new ideas to get a foothold in the community (Portes and Landholt 1996). This seems also to impede in-migration of newcomers in general and young adults in

particular (Johansson 2011, forthcoming). In in-migration areas new and more anonymous social capital will be created and "bridging" social capital ought to be the dominant kind of social capital (Wolcock 1998, Putnam 2000, Agnatsch et. al 2006). These differing kinds of social capital are also taken on board in the analysis of the differing preconditions with regard to the migratory movements among young adults and then especially with regard to the migration patterns for young women.

To take the complexity of migration in rural areas into consideration we intend to apply an approach that builds on the classical as well as the new approaches:

- Structural effects on the regional level will be conceptualised using the push-pull model (economy, ecology, cultural environment) which is reflected in the SWOT analysis (activity 3) and parts of the online-questionnaire (activity 2) (see chapter 3, table 4 annex).

- Settings on the micro and meso level related to individual resources, lifestyle preferences and social networks are explored in in-depth interviews and parts of the online-questionnaire (see chapter 3, table 4 annex).

We believe that omitting the social networks, lifestyle preferences and plans for the future of young women and cultural aspects like norms and values governing gender roles from the analysis would limit the explanatory power of the research results. In order to limit the out-migration of young women and to encourage in- or re-migration, "soft" location factors may play an important role. As suggested by Milbourne (2007) and Smith (2007), we will employ both qualitative and quantitative methods to guarantee that the research results are representative for adolescents and young adults in the case study regions and take account of the subjective perceptions of the costs and benefits of staying, moving and returning. For a more detailed overview on the methodological approach see section 3.

2.2 Women on the move – a regional perspective

There is a large body of literature dealing with the out-migration of young adults from rural to urban areas. Most of this research is, however, "gender-blind" and does not take into account that young women and men may have different reasons to leave rural areas and move at different stages of their lives.

The migration of women from peripheral areas to urban centres is not new in the Nordic countries. The Finnish land reform of 1945-47 triggered the mechanisation of forestry and agriculture, which pushed population from rural and peripheral areas to the major towns in southern Finland or to

Sweden during the 1950's and 1960's (Meinander 2007). The first to leave the rural and peripheral areas were young women (Häggström et al. 1990). Usually they got jobs in the service sector in Finland (Meinander 2007). Those who migrated to Sweden picked up jobs as maids, housekeepers and in the labour intensive industry (Rauhut 2011).

In Sweden agriculture, forestry and the labour intensive industry in the primary sector also experienced a rationalisation process after World War II. At the same time the public sector started to grow and had an immense demand for labour (Schön 2000). The active labour market policy in Sweden transferred labour not only from the declining economic sectors to the expending ones, but also from the north of Sweden to the south; it was in the bigger towns and cities where the new jobs were found (Ohlsson & Olofsson 1998). When the Swedish women left the domestic sector and agriculture, they became a part of the expanding service sector and specifically the public sector (Ohlsson 1995).

In Hungary and the former GDR the situation is different. Until the fall of communism, settlement restrictions were imposed on the population (Hedlund 1992). However, since housing construction was largely confined to central places, rural-urban migration streams also existed during the state-socialist era (Weiß & Hilbig 1998). Additionally, the economic restructuring together with the forced industrialisation and collectivisation of agriculture resulted in a massive migration from rural areas to the industrialised regions and to the administrative centres in the 1950s and 1960s (Beetz 2009, Ekéné Zamárdi 2000). In Hungary, the young people leaving the rural communities to find a job in the 1960s caused a sex biased migration flow dominated by men. By the 80's the modernised state farms and the strengthened second economy in agriculture provided more opportunities for men than for women, and especially the small rural communities had to face a shortage of women (Juhász 1985). In the former GDR, small agricultural settlements were affected by age-, sex- and qualification-selective out-migration. Highly skewed sex-ratio structures did exist in the socialist era, but unlike today, were a local, not a regional phenomenon (Weiß & Hilbig 1998).

As a relatively new phenomenon, the sex-selective out-migration of young women has been covered extensively in the media in Germany and initiated a debate on the consequences of unbalanced sex ratios on regional development. In Sweden and Finland the migration of women from the rural and peripheral has existed since World War II. These differences in migration history between the case study regions are considered as a good starting point for studying the long-term effects of age- and sex-selective out-migration and the transferability to other European countries as well as for generating best practices.

2.3 Heterogeneity of European rural regions

It is a well-known fact that the rural areas of Europe are not homogenous. Some regions are still predominantly agricultural while others are increasingly dominated by the new rural economic order ("new rurality") where the agricultural sector has almost disappeared. Some are localized in remote and sparsely populated areas while others are located in densely populated regions close to mayor urban centres. Numerous studies have shown differing development paths between different rural areas with regard to economic and social structure as well as remoteness and accessibility concerning population development and migratory movements (see e.g. Johansson & Kupiszewski, 2009). Regarding internal migratory movements, special interest has often been focused on the "rural exodus" among young people in general and young women in particular. This also indicates that the migration motives differ between origins and destinations and also with regard to different structural development phases and – which is the focus of this study – concerning age and gender. In order to investigate the "rural exodus" among young people and especially young women more disaggregated and sophisticated delimitations than the rough aggregate "rural" is necessary.

One way to investigate differing rural areas and their impact on the migration of young women is to use the typologies defined by Dijkstra & Poelman (D-P typology), and one of the EDORA-typologies. The D-P typology relates to the urban-rural spatial relations, and is based on and developed from the OECD typology at DG Regio. By combining rurality and accessibility (remoteness), four types of non-urban or rural regions are discerned – Intermediate Accessible, Intermediate Remote, Predominantly Rural Accessible, and Predominantly Rural Remote (Dijkstra & Poelman, 2008). The EDORA structural typology is based on 13 structural indicators – primarily economic and labour market variables. Four types of non-urban or rural regions are distinguished – Agrarian, Consumption Countryside, Diversified with strong secondary sector, and Diversified with strong market services sector (EDORA Final Report, 2010, Copus & Johansson, 2010).

The two typologies have both similarities and dissimilarities (Maps 1 and 2, annex). One central ingredient in both is the apparent centre-periphery relations. Predominantly rural areas are mostly localized in the European periphery. Diversified regions with a strong secondary sector are often characterized by deindustrialization, old industries and retarding population development (Copus & Johansson, 2010). This type does not, however, exist in the D-P typology. Diversified regions with a strong private service sector are predominantly concentrated in the Pentagon area while the Intermediate Rural Areas close to a city are more evenly

spread across Europe. Both might, however, be classified in the category of the "new rurality" – regions that have experienced a positive population development with in-migration during the 1990s and the beginning of the new century (Copus *et. al.* 2006, Copus & Johansson 2010).

These ESPON results point out the multitude of territorial characteristics to be accounted for in order to assess gender related migration in rural areas. In the framework of SEMIGRA, these data and typologies will be important background information on demographic trends, economic structures and migration patterns in the case study regions. Among other things, the results of DEMIFER reveal that our case study regions share very similar challenges of demographic shrinkage (with the exception of Észak Alföld) but show rather different economic structures and urban-rural relations. According to the EDORA typology, Kainuu and Västernorrland belong to the consumption countryside and are characterized as remote regions. In contrast, the Hungarian regions (with the exceptions of Heves, Jász-Nagykun-Szolnok and Nógrád counties) and Sachsen-Anhalt are located closer to mayor urban centres. Észak-Alföld belongs to the agrarian type while Észak-Magyarország and Sachsen-Anhalt are characterised by diversified structures at the subregional level (consumption countryside, strong secondary as well as private services sector).One common feature is, however, that all case study regions are characterised by a weak socio-economic performance. One of the central tasks of SEMIGRA is to look thoroughly on the processes lying behind these processes and to explain them.

3 Methodology and hypothesis

The analysis of the multi-facetted causes and consequences of rural out-migration requires a multi-method and multi-level approach. In a first step, the scope and the causes of imbalanced sex ratios in Europe are analysed with statistical data. In this step, the case study areas will be placed into the national and European context which is necessary to evaluate if the research findings and proposed policy instruments are transferable to regions with similar problems in other European countries. In a second step, the situation and migration plans of young people in the case study regions are analysed. It is intended to include the life-course as an important dimension influencing migration behaviour. According to the concept of life courses (see e.g. Elder 1994) the analysis will focus on different target groups, representing different decision making processes (see below). These empirical results in combination with the SWOT analysis will be the basis for the development of regional strategies to counteract the detrimental effects of sex-selective out-migration.

3.1 General analysis on the EU level

The statistical analysis at the European level has three principal aims:

(1): to gain an overview about the magnitude of the problem "unbalanced sex ratios" in the EU and the EFTA states;

(2): to classify the case study regions into the European context and

(3): to detect interrelations between the regional economic development and unbalanced sex ratio structures.

In a first step, a typology of the age-pattern of unbalanced sex ratios has been developed for the ESPON area at NUTS3 level. This analysis is already finished. A document in which the detailed results of the analysis are presented and discussed is currently being prepared by the Institute for Regional Geography. The document contains maps and tables and will be made available in the ESPON intranet in the run-up to the second steering committee meeting.

In the second analysis which is yet to be carried out, the hypothesis that a deficit of young women is an indicator for territorial fragility and an unfavourable regional economic development will be tested using data provided by EUROSTAT, the national statistical offices and the ESPON database. In the statistical analysis on the EU-level, we will also consider the results of other ESPON projects, e.g. the typologies of rural areas (EDORA) and demographic change (DEMIFER) or scenarios for future territorial development (ESPON project 3.2). However, working on the NUTS3-level complicates the consideration of the NUTS2-level results of other ESPON projects. Possible ways of overcoming this methodological problem are currently discussed.

3.2 Case study research on the regional level

The project idea is closely connected with the core concept of territorial cohesion and a place-based, integrated approach. In order to develop sustainable made-to-measure strategies it is crucial to take the heterogeneity of place and people into account.[2] Recent research on rural migration patterns has shown that it is necessary to include cultural aspects, human agency and subjectivity into migration studies. Structural and economic push- and pull-factors are important explanations of migration streams, but they are experienced by individuals in the context of culture, community, and family. Under similar socio-economic circumstances, some young women may opt to stay while others decide to

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[2] For instance, the rural typology, as developed by EDORA points out the multitude of territorial characteristics to be accounted. The EDORA cube as a tri-dimensional framework of analysis can be implemented as a starting point for the selection of the case-study communities.

leave (Corbett 2005). To incorporate the subjective perception of the case study regions and the prospects they offer for young women, a mix of research methods is necessary. Hence, the case study research at the regional level consists of two approaches:

- In-depth research based on qualitative interviews and questionnaire surveys (3.2.1)
- Regional statistical analysis (3.2.2)

The objective of the regional statistical analysis is twofold: The results will be used for the preparation of the SWOT-analysis and to delimit the municipalities where the interviews will be carried out. In order to generalise the findings of in-depth research, it is of utmost importance to pay attention to the socio-spatial specificities of the localities where the interviewees live (Milbourne 2007). Apart from that, the heterogeneity of the local contexts is crucial to evaluate structural challenges in different European regions. This is the subject of the SWOT analysis.

With particular regard to activity 5 - the transferability and the comparability of the research results - the TPG will implement a common methodology. Nevertheless, customised tools are partly necessary for case-sensitive considerations due to national and regional peculiarities. This applies for example for the selection of target groups where different educational and vocational systems and different age-norms for family formation have to be considered.

3.2.1 Survey of young women and men in rural areas

Young women and young men are not homogenous social groups. Different individuals have different aims and expectations. In order to develop suitable strategies dealing with selective migration, we distinguish target groups with regard to the life course: Certain age groups and situations of life (e.g. employment status, family status, educational level, and family background) are closely connected to specific needs and migration decisions. To learn more about the perceptions, expectations and needs of the various sub-groups of young people, we will combine online-questionnaire[3] surveys, in-depth interviews and group discussions with different target groups.

Where does the survey take place?

For case study research, we focus on micro regions and municipalities (LAU1, LAU2):

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[3] Given the low percentage of rural schools with internet access, the survey will at least partly be conducted in the paper and pencil format in the Hungarian case study region. The additional labour and time input required by this method has been accounted for in the calculation of the budget.

- The selection of secondary schools for the implementation of the online-questionnaire with pupils will be carried out in close cooperation with the stakeholders. In the Hungarian and German case study regions, the interviews shall take place in schools with a predominantly rural catchment area in small and medium-sized towns. To avoid an "urban bias" in the results, the survey will not be carried out in schools in the administrative centres (seats of districts and counties).

- For the in-depth interviews with young women, the focus is on women living in rural communities with a pronounced deficit of young women.

- For the expert interviews, representatives of the main regional actors (e.g. public and private employers, education facilities, trade unions, employment centres, local and regional associations, churches and local politicians) shall be surveyed.

Table 1   Target groups, methods, sample size or number of interviews

	Target group (age, sex)	Method	Proposed number of interviews per case study region	Time
Experts of key regional actors	---	In-depth interviews	10	Mid April – Mid May 2011
Ready to migrate or stayer	Male and female pupils 16-18*	Online-questionnaire and group discussion(s)	500	May 2011
	Women 20-40	In-depth interviews life-story biographical methodology	5-10	Mid April – Mid June 2011
Returnees and in-migrants	Women 25-40		5-10	
Bi/multi-local willing to return	Women 25-40		5-10	

*National differences according to the education system

Online questionnaire and group-discussions with pupils
Target group

Young adults of both sexes around graduation from secondary school are surveyed by questionnaire in order to understand the decision-making process whether to migrate or to stay and to learn more about their plans for the future. Accounting for the specific problems of this group will

contribute to a more accurate description of the female and male young population from rural areas.

It is intended to analyse 500 questionnaires (6 schools x 3 graduating classes with 20-25 pupils). In this module young men as well as young women are included to identify gender specific differences in expectations, role models and ambitions. According to the differences in the national education systems the targeted age groups will differ to some extent. We try to implement group discussion and questionnaires as project of a school lesson. The questionnaires will be elaborated and finalised with regard to the results of group discussion in two of the graduating classes.

Which are the main themes of the questionnaire?

- Individual expectations and needs with regard to qualification, professional and private life.

- Perception and image of the home region with regard to social life, attractiveness of the environment and job perspectives, including entrepreneurship. In this regard youth unemployment is a very important matter all across Europe.[4]

- Discrepancies between desired lifestyles and the perceived opportunities in the home region (e.g. activity pattern, way of living, self-perception, job and spare time opportunities)

- Gender specific differences

- Parental background specific differences (previous studies indicated that parents' background plays a significant role in the young people's life path (e.g. Rye 2006b, Rye 2007)

Expert Interviews
Target group

Expert interviews will be conducted with representatives of child care facilities, schools, youth and sport clubs, employment and return agencies, as well as other representative regional actors. Interviews in schools are very important since schools are said to be a key institution of "disembedding" and promoting out-migration ("learning to leave": Corbett 2009); formal education and the low appreciation of non-academic "local skills" may provide pupils with the input that they are supposed to leave and that staying would be an educational failure. As institutional arrangements are different in the study areas, it is expected that additional experts will be interviewed, specific to the respective context.

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[4] In 2009, the youth unemployment (aged 15-24) was more than double as compared with the adult unemployment (21,7% versus 9,6% in EU27, in December 2009) (Eurostat news release January 2010).

The stakeholders will support the contact to the experts as far as possible. The list of key actors to be interviewed will be agreed upon together with the stakeholder. The experts are at the same time multipliers to recruit additional interview partners.

Which are the main themes of the expert interviews and guidelines?

- Perception and evaluation of female out-migration (is it perceived as a problem?);

- Assumptions on the reasons why young women leave the region;

- Supposed consequences of female out-migration (for the remaining population especially young men, for social life, infrastructure and the image of the region);

- Evaluation of the existing policy measures on youth empowerment and gender equality;

- The situation of the young men.

In-depth Interviews with young women

Target groups

Female return migrants and in-migrants, in order to:

- Identify the reasons and obstacles for coming to the region;

- Document the experiences and difficulties of integrating into rural societies;

- Identify if in-migration might increase regional human capital and promote entrepreneurship.

Long term inhabitants, bi-and multi-local women in order to

- Identify specific social backgrounds for staying in the region and

- Evaluation of the different ways to keep connected with the home region.

How to recruit the interviewees?

The interviewees are mainly contacted via local intermediaries. Here we aim to recruit the interviewees mostly via previous expert interviews. With regard to the different target groups, appealing to different intermediating organisations is important.

- Teachers, representatives of employment agencies and youth clubs are important for the youngest target group.

- For women with family and children representatives of child care facilities are important (e.g. schools, kindergarten);

- For women without children, representatives of sports and social clubs as well as employment agencies can be relevant informant agencies.

- For return migrating women, return-agencies and trans-local networks (e.g. internet blogs) are envisaged to recruit interview partners.

Which are the main themes of the interviews with women?

- Biographical aspects (e.g. social background, experiences, education and job path, living situation).

- Regional identity and rootedness,

- Perception of the region, perceived potentials of the region.

- Supra-regional social networks and networks in the home region (social capital).

- Potentials and obstacles of entrepreneurship, voluntary work and regional engagement.

- Reasons for return migrating/immigrating – problems connected with the integration into the rural community

3.2.2 Regional statistical analysis

The regional data analysis aims at identifying sub-regional differences with regard to population development, migration streams, sex ratio, employment and educational structures as well as settlement structures and territorial conditions. Key tasks are to compile a comparable data base and to highlight specific conditions in the respective case study areas that may have an impact on migration patterns. In a second step, the position of the studied areas will also be described in their national contexts to allow for regional "benchmarking" and an assessment of the strengths and weaknesses of the case study regions.

The regional statistical analysis will be carried out in close cooperation with the respective regional stakeholders using data provided by the national and regional statistical offices and the stakeholders.

3.2.3 The SWOT analysis

The SWOT analysis is a strategic planning method used to evaluate the Strengths, Weaknesses, Opportunities, and Threats. It involves specifying the objective (here: how to deal with unbalanced sex ratios) and identifying the internal and external factors that are favourable and unfavourable to achieve our objectives. Identification of SWOTs are essential because subsequent steps in the process of planning for achievement of the selected objective may be derived from the SWOTs. Our aim is to build up SWOT regarding each partner region and also a mixed one as a summary.

As part of the strategy building we will use a multi-methods approach in order to draw up the main challenges in each territory. During the TPG-meetings we have used idea-generating techniques (e.g. brainstorming) to identify the factors and main problems in every region. As a problem-analysis, we draw up a fishbone-diagram, defining the most likely causes. These items have to be listed in priority order and many points will also appear in the SWOT table.

The logical framework or logframe is an analytical tool used to plan, monitor, and evaluate projects that would be used during the planning process. It derives its name from the logical linkages set out by the planners to connect a project's means with its ends. The logframe is a monitoring and evaluation tool for summarising the key features of a project design at the time of project identification during definition and appraisal.

Regarding the different problems of the regions, a comparisational part is also important, focusing on variant scenarios, as case studies and best practises for other territories that suffer from similar challenges of demographical changes.

The result of the whole process will be a structured document that contains a description of the challenges and trends that have helped us to identify future opportunities and which underpin the strategy of the plan and secondly, to determine the principles and strategies in order to set out the objectives and lines of intervention for the immediate horizon of the strategic plan.

4 Research results - their applicability and added value for policy makers

The translation of empirical research results into advice for policy makers is a central issue of the ESPON 2013 programme. According to the project specification, the results of SEMIGRA should support regional planners and policy makers in developing strategies in the following fields of policy:

- Updating of strategic regional development programmes (including the next structural funds programme);

- Development of regional educational, labour market and economic policies;

- Preservation and enhancement of infrastructures and services provided by the state and private enterprises in sparsely populated areas.

- Set-up of specific development projects dealing with local and regional attractiveness for adolescents and young adults.

4.1 Link between research and policy advice – first conclusions

In this context, the following questions are of paramount importance. They will be discussed extensively at TPG meetings as well as with stakeholders:

- How can different aims and expectations of young women (and young men) be incorporated into regional strategy building processes?

- How do we make our results easy and simple to implement for the regional stakeholders?

- What would an effective strategy building look like to achieve added value for the stakeholders/regions?

- Development of gender-, youth- and rural-"proof" policies and criteria how to do the "proofing".

With regard to these basic questions some first conclusions can be drawn.

Made-to measure regional strategies, bottom-up strategies, mobilisation of local actors

To develop made-to measure strategies dealing with selective migration, it is first of all important to know what young people, especially young women are missing in the regions under consideration. This aspect is picked up in the survey with regard to needs, expectations and lifestyles that might be attractive for young women. Previous research indicates that rural girls have a preference for "urban" lifestyles and leisure activities which may result in a yearning to leave the countryside (for a critical review see Rye 2006a). It is therefore necessary to focus on the needs and expectations of the target group that favours a rural lifestyle.

It is the general accepted opinion of the TPG that strategies targeted on keeping young people in their home region are not advisable. Rather strategies have to be focused on those who want to stay and to enable them to use their talents and skills. Beyond that it is also crucial to explore to what extent the problem is caused by the low in- and remigration and how in- and return-migration can be enhanced. In this regard, possible obstacles to return migration have to be analysed. It has been argued in the literature that people having left feel like they have become foreigners in their own home-community (Stockdale 2006). This is due to developing differences between the migrants and their family and "staying" friends, e.g. in cultural tastes and preferences, personal and political outlook, or lifestyle (Gabriel 2006). Hence, a lack of openness to new ideas and lifestyles on the part of rural communities may be a major obstacle for return- and in-migration.

It has been recognised that the goals and needs of rural communities and rural young people are not always congruent and sometimes even contradictory (Jentsch 2006). Therefore in-depth knowledge on the expectations and ambitions of rural youth is a basic requirement for strategy building. Reintegration of marginalised youth is one of the aspects to be considered while designing future strategies (Aldea-Partanen 2011). Internal strengthening therefore means to take young people serious and to give them a say in local and regional matters.

Support of cross-departmental regional concepts

The following table presents a variety of measures which might be important according to the empirical results of our survey. They highlight the need for cross-departmental courses of action. With regard to the strained financial situation of communities and the need for simple implementation cost-efficient and effective solutions are required.

Table 2   Link between Measures, SWOT and empirical results

Territorial Characteristics, Results SWOT:	Strategies/ measures e.g.:	Results of the questionnaires and interviews
Economic structure, labour market	Stimulate Entrepreneurship Focus on "female" jobs Develop "new rurality"	Women´s education and skills
Social structure	Voluntary work Empowerment strategies	Social networks and social capital
Recent Image	Image campaign as a long-term strategy: e.g. „open", "modern vs. traditional", "family friendly", „nature/rural idyll"….. Focus on atmosphere instead of infrastructure	Women's preferred lifestyles
Infrastructure	Flexible/multifunctional solutions e.g. for child care services Cultural initiatives, also everyday tasks	Women's needs and living situation
Accessibility	Potential of new technologies (telework) Traffic facilities Endeavour should be concentrated on regional centres? Mobility as new dimension of social exclusion	Women's needs and skills
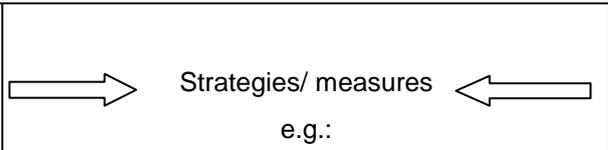
4.2 Competences of policy makers and governance background

One important aspect that influences the applicability of our results is related to the political power of the stakeholders and their possibilities to implement our advice and policy recommendations. In this regard the governance background is of utmost importance when discussing the possibilities to implement the research results. In our project we have to deal with four different national governance contexts and widely differing competences of the regional stakeholders:

- The German federal states are semi-sovereign political entities with extensive competences (e.g. regional planning, regional development, education). In the frame of SEMIGRA especially the development of initiatives, realization and support of projects to accomplish the challenges of demographic change is of particular interest (e.g. Ministerium für Landesentwicklung und Verkehr des Landes Sachsen-Anhalt 2007).

- Joint Authority of Kainuu Region with regional self-government structures. Former responsibilities of the municipalities such as social services, health care, and the upper secondary and vocational education were transferred to the Joint Authority of Kainuu Region, together with the regional and economic development. The distribution of tasks between region and municipality has been reorganised. Within the Joint Authority, the highest decision-making body is the Regional Council, elected by the citizens of Kainuu.

- County Administrative Board of Västernorrland has as primary responsibility to inform the government about the situation in the region (county) and implement the national policies at regional level. The regions in Sweden do not have any mandate to pursue own regional, economic or labour market policies that are not in line with the national objectives. The political power lies at national level and at the local level (municipalities). The regions can, however, identify differing problematic topics and suggest different policies and means in order to get rid of specific regional problems and to increase the regional attractiveness and competiveness. This means also that the County Administrative Board can introduce studies concerning differing regional topics such as labour market problems, education and development possibilities with impact on the migratory movements for different groups.

- The regional development agencies in Hungary manage the implementation of the national development plans, in order to support the efficient use of European Union funding. These agencies have important role in preparing regional operative programs that are parts of the National Development Plan. As a governing body they initiate the obligate

development directions and ensure the methods in the framework of the development policy and regulations.

A further aspect is that the TPG considers the most promising policy advice to be conceived as long-term strategies. Therefore the time horizon of policy recommendations is of utmost importance. In general quick fix solutions are hardly sustainable.

Beyond that it has to be clear that not all young people can be retained and not all needs can be satisfied e.g. for financial reasons and/or very low population densities, but also for personal reasons. Some young people feel suffocated by informal social control, while others value the solidarity and security of close-knit rural communities.

The regional workshops (see 5) will serve as platform to estimate the use of our results for regional development policies. We will present the results of our research to regional and local experts (regional and local politicians, regional planning experts, NGO representatives, local employers etc.) and discuss the chances and obstacles of implementation with them. The regional workshops are also considered as the kick-off for activity 4 "strategy building".

5 Distribution of work packages and dialogue with stakeholders

For the distribution of work packages see the project proposal, the updated project timetable and deliveries (Tables 5, 6) in the annex. The detailed project budget has already been transmitted to the ESPON CU.

Dialogue with stakeholders

Since the kick-off meeting the project partners are in close contact with the regional stakeholders. The project partners are assigned to the regional stakeholders as follows:

IfL to the Ministry for Regional Development and Transport Sachsen-Anhalt, Magdeburg, Germany.

KTH to the County Administrative Board of Västernorrland, Härnösand, Sweden.

University of Oulu, AIKOPA to the Joint Authority of Kainuu Region, Kajaani, Finland.

CAS/HAS to the Észak-Alföld Regional Agency Non-profit Limited Company, Debrecen, Hungary.

University Miskolc to the NORDA Regional Development Agency of North Hungary Non-profit Limited Liability Company, Miskolc.

Every project partner informs and discusses the implementation of research in the case study regions with the regional stakeholder. Also the regional conferences organized by the TPG in summer/autumn 2011 will be prepared in close cooperation.

6 Dissemination

Dissemination is a very important task during the whole lifetime of the project, thus it started right after the project was accepted. The Centre for Regional Studies (CRS - PP4) is the coordinator for the dissemination activities with the other project partners participating in the activities depending on their roles in the project. The first activities started and/or completed in the initial period were as follows:

The dissemination plan created in the application (dates, content, target groups and principal aims of the activities) was updated and rescheduled, altogether with a suggestion for the detailed tasks and their division among the partners. This plan was presented on slides by the communication manager at the TPG-meeting in Stockholm. After the presentation, the plan was discussed by the project partners. This schedule will be expanded during the lifetime of the project especially with regard to conferences and papers together with all partners (table 7 annex). The most urgent and important issues as follows were finalized:

Webpage (see below)

Meetings/conferences (the places, time schedule and organizers were decided)

Press releases (the first one with regard to the first steering committee and TPG-meeting will be written by the CRS and translated and distributed by the project partners)

Information flows (the way and deadlines were discussed)

Templates (provided by CRS to ensure a standardised information flow)

Webpage: First, a domain was registered and a webpage was created. After the basic design, the menu bar was discussed and defined. Logo templates were created, and distributed among the partners via e-mail. An intranet was set up with a login frame, for sharing files by a safe way. At the TPG meeting the use of the webpage was presented like the way of registration, sharing files (the uploading and downloading procedure) and the basic navigation on the website. A test version was running nearly two weeks at http://testdrive.semigra.eu, and is now going to be launched in common mode. The web address is: www.semigra.eu. The partners decided on the SEMIGRA logo. Table 3 gives an overview on important events, the respective group of participants and the main contents of the

meetings. They include steering committee meetings (SCM), TPG meetings, ESPON seminars and confirmed participation in scientific conferences (SC).

Table 3   SEMIGRA Calendar

	What?	*Where?*	*When?*	*Who?*	*What?*
M	Kick-off	Esch-sur-Alzette (LU)	29 NOV 2010	LP + CU	Clarification of application
M	1st SC Meeting	Magdeburg (DE)	20-21 DEC 2010	TPG + SH + CU	Round of introductions, Presentation of project idea, expectations of stakeholders
M	1st TPG Meeting	Stockholm (SE)	4-5 FEB 2011	TPG	Results Activity 1, Concepts Activity 2: questionnaire, interviews, Preparation of inception report, Partnership Agreement
R	Inception Report	-	2 MAR 2011	TPG	
E	Financial Manager Seminar	Geneva	31 MAR/1 APR 2011	TPG	Financial managers
M	2. TPG Meeting	Leipzig (DE)	29-30 APR 2011	TPG	Activity 3+4: SWOT, Strategies of action
	MAY 2011: Questionnaire; Interviews				
SC	ARL: Spatial devel. in Europe	Bremen (DE)	16-17 JUN 2011	LP	CfP: "Territorial cohesion and gender"
E	ESPON Seminar (open)	TBC (HU)	21-22 JUN 2011	LP/TPG+ SH+CU	
M	3. TPG Meeting	Kajaani (FI)	1-2 AUG 2011	TPG	Preparation of INR + regional conferences, Transferability of results
SC	ERSA	Barcelona	30 AUG- 3 SEPT 2011	TPG	
	Regional workshops	Case study regions		TPG + SH	Research result with regard to strategy building/regional level.
R	Interim Report	-	30 SEP 2011	TPG	
M	2nd SC Meeting	TBC	OCT 2011	LP/(TPG) + SH + CU	
E	ESPON Seminar (internal)	Krakow (PL)	29-30 NOV 2011	LP/TPG + CU	
M	4. TPG Meeting		1 DEZ 2011	TPG	Strategy building, best practice, policy advice, transferability of results
M	5. TPG Meeting	Tokaj−Nyíregyháza (HU)	FEB 2012	TPG	Preparation final report, final conference
R	Draft Final Rep.	-	30 MAR 2012	TPG	
E	Final Conference.	TBC	APR 2012	TPG + SH + CU	
M	Final SC Meet.	TBC	APR 2012	LP/(TPG) + SH + CU	
R	Final Report	-	31 MAY 2012	TPG	

# 7 Orientation of the project previewed towards the Interim report

The Interim Report will be submitted to ESPON by 30 September 2011. We foresee that the Interim Report will be based on the following information:

- The Inception Report

- Results of general analysis on EU level;

- Results of the SWOT analyses for the case study regions;

- Results of the questionnaire with pupils and group discussions;

- First results of in-depth interviews with young women;

- Results of extensive discussions with stakeholders;

- Outlook on policy relevant options of action;

- If possible: Results of a workshop with the stakeholders and the regional conferences;

- Plan for the targeted analysis towards the Draft Final Report as well as the table of content envisaged for the Final Report.

The phase between Inception and Interim Report is the most work intensive period of SEMIGRA, during which most of the basic information and the empirical results of the project will be produced. Therefore, the Interim Report will be central in the frame of the project.

Annexes

Map 1   The EDORA structural typology   26
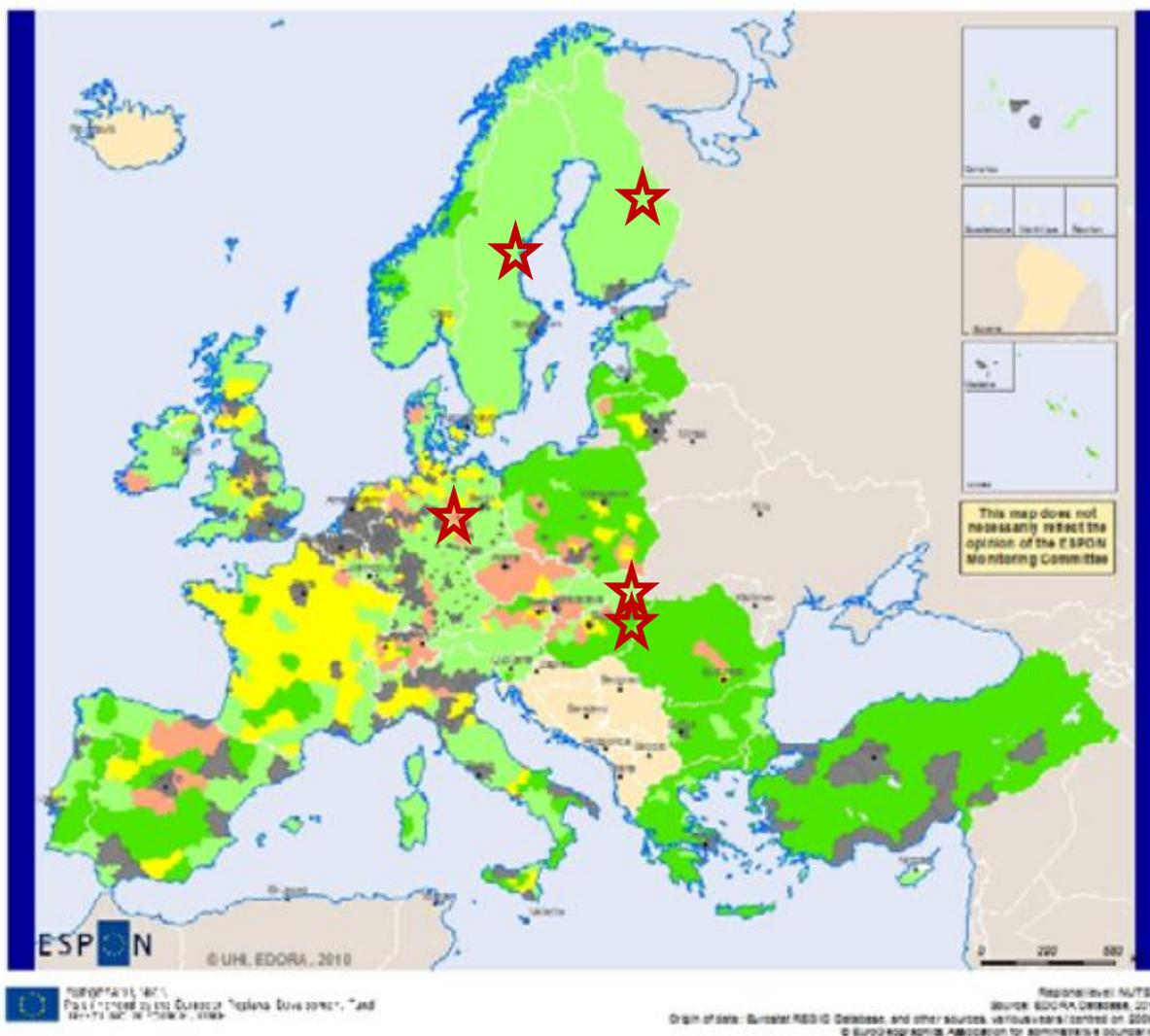
Structural Types (Intermediate and Predominantly Rural NUTS 3 Regions)

- No Data
- PU Regions
- Agrarian
- Consumption Countryside
- Diversified (Strong Secondary Sector)
- Diversified (Strong Private Services Sector)

Note: A simplified classification procedure was necessary in CH and TR, due to missing data. However it is anticipated that acquisition of a wider range of indicators would not materially change the outcome.

SEMIGRA Case study areas

Source: *EDORA Final Report* (September 2010)

Map 2   The D-P typology
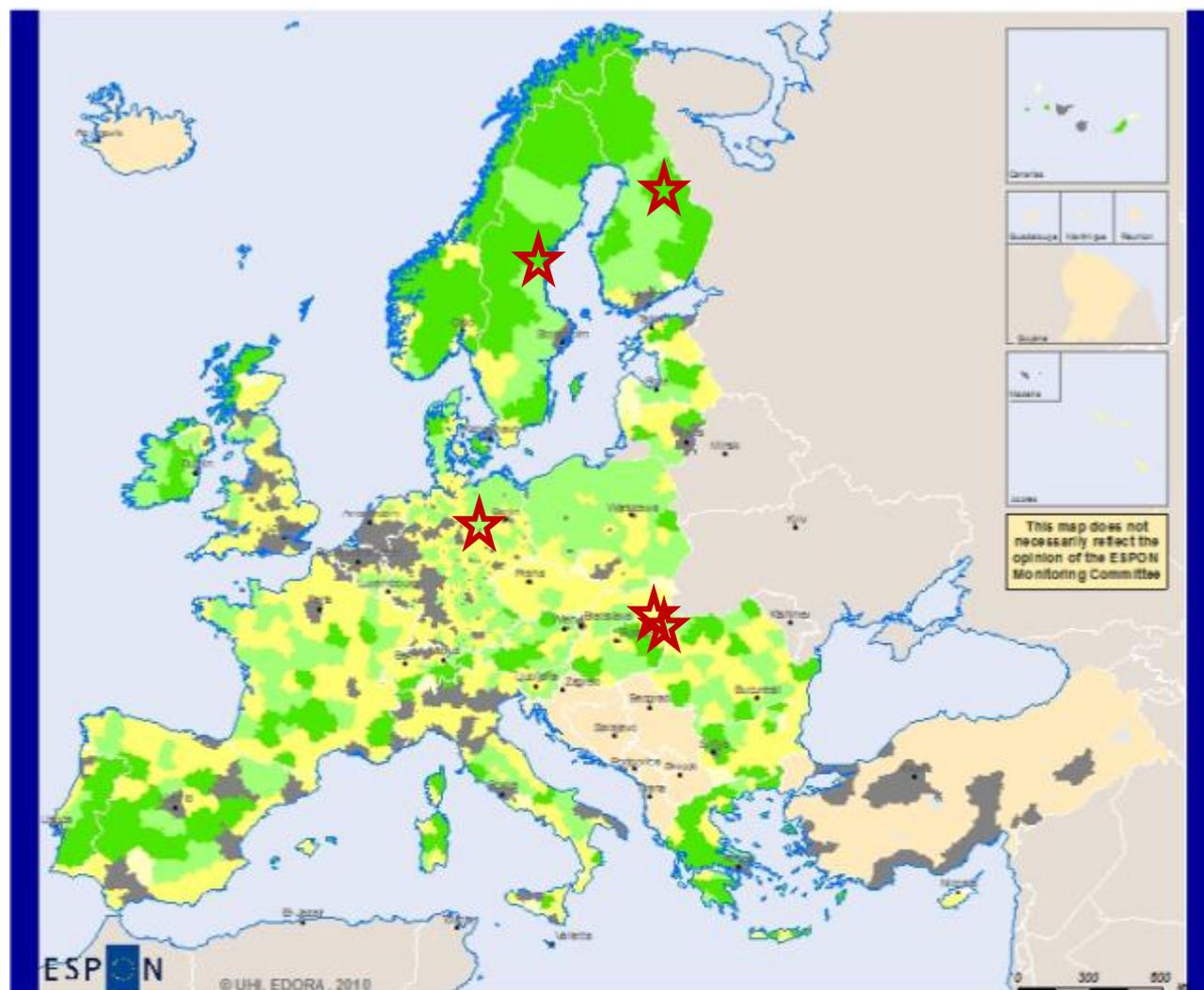
**Urban-Rural Types
(NUTS 3 Regions)**

- No Data
- Predominantly Urban
- Intermediate Close to a City
- Intermediate Remote
- Predominantly Rural Close to a City
- Predominantly Remote

SEMIGRA Case study areas ☆

Source: *EDORA Final Report* (September 2010)

Table 4   Dimensions of Migration Analysis

Micro-level: Individual	Mesh-level: Relational	Macro-level: Structural
Individual resources: Economic capital, human capital	Social ties Weak ties: Networks and organisations Strong ties: Families, households	Policy: regulation, Cultural environment: standards
Individual preferences: aims and values	Symbolic ties: ethnic and religious Organizations	Economy: Income, Jobs, economic capital
Expectations	Social capital: resources via participation in networks and associations with symbolic and social ties	Demography and Ecology: landscape, population development

Source: Faist 1997

Table 5   Deliverables WP2: Research Activities

Activity	Deliverables
1	Data input to ESPON Data base, Typologies, European wide maps. Comparable data basis
2	Set of reasons for female migration and return incentives and barriers with regard to different living situations. Set of needs and expectations of female and male inhabitants. Evaluation of selective migration by local experts
3	Mission statement with a hierarchy of goals Regional scenarios of demographic and economic development Description of regional challenges and trends (SWOT)
4	Review of existing concepts Strategy plan List of policy options and recommendations
5	Lessons learned Concepts for know-how transfer to other EU regions. Evaluation of strategies with regard to future trends (globalization, rising mobility, over aging etc.) Key results on regional and European level.

Table 6   Updated Project Timetable and work packages 2010 – 2012

	O	N	D	J	F	M	A	M	J	J	A	S	O	N	D	J	F	M	A	M	J	J	A	
Reports – TPG Meet.				1	IR		2.					IR		4.			5.	DR		FR				
WP 1 Coordination: IfL (reporting)																								Closing activities
WP 2: I. EU Level																								
1. General Analysis maps	IfL																							
WP 2 II. Regional and local Level: Case Study regions (Nuts 3/LAU1/2)																								
2. Concept In-depth Analysis (LAU 1/LAU 2)					Uni Oulu AIKOPA																			
Implementation: Questionnaire, In-depth interviews								All partners																
3. Concept: Taking-Stock (NUTS 3)/ SWOT analysis					KTH/ Uni Miskolc																			
Implementation: Economies, demographies, admin. capacity								All partners																
Evaluation of empirical results										All partners														
4. Concept Strategy building Regional strategies, policy advice best practice														KTH/ Uni Miskolc										
Implementation: Adjusted to case studies															All partners									
WP2: III. EU Level																								
5. Concept: Transferable results, scenarios Discussion: all																	IfL, all							
WP 3 Dissemination Concept: CAS/HAS																								
TPG dissemination activities (papers, conferences, seminars)																								

Table 7   Updated Dissemination plan

WHEN	WHAT	TARGET GROUP(S)	FUNCTION IN THE PROJECT	TASKS/ RESPONSIBILITIES
Mar 2010	5 regional press releases organised by the stakeholders	regional and sectoral policy makers, general public	inform the target groups on the existence and aims of the project	draft in English templates (CRS) translation, information on press releases for website (PPs)
Jan -Jun 2012---	project website with updated information on the vision and aims of the project, the TPG, as well as on studies, reports and conferences	academic community, policy makers, general public	inform the target groups on the project and its achievements; provide immediate feedback especially from the academic community	Presented at the 1st TPG meeting (CRS); institute profiles (PPs) template for information on events (CRS)
Jan 2011 --- Jun 2012	interactive intranet platform accessible for TPG members and stakeholders through the project website	TPG members, stakeholders	facilitate constant exchange of information and feedback between the TPG and stakeholders	continuous usage (PPs)
Febr Apr Aug, Dec 2011 Feb 2012	report of TPG meetings	stakeholders, regional and sectoral policy makers,	inform the target groups on the progress of the project via project website	minutes (LP) ppp presentations (PPs)
March 2011	publication of the inception report on the project website	academic community, general public	present results and receive feedback especially form the academic community	edited report (LP)
Aug 2011 --- Sept 2011	5 regional workshops (Germany, Finland, Sweden and Hungary /2/) hosted and promoted by the stakeholders and Media Coverage of these events	policy makers, general public	inform the target groups about the project; initiate common thinking on selective migration and its socio-economic effects; create the channels of vivid communication between the TPG and the target groups	information on the event, date, place, one month before; publishing the minutes, ppp presentations on the website
Sept 2011	publication of the interim report on the project website	academic community, general public	present results and receive feedback especially form the academic community	edited report (LP)
JUN 2011 --- Aug 2012	paper presentations at scientific conferences organised by bodies like AESOP, RSA, ERSA and EUGEO, ESRS, IBG, ICCG	academic community, regional and sectoral policy makers	ensure that the achievements and findings of the project reach a greater audience; receive feedback from the target groups	publishing abstracts on website and/or adding link to conference websites (PPs)
Aprr 2012	final conference organised by the	policy makers, academic community,	disseminate results; a last opportunity to get feedback from academic community and	information of the event, date, place, one month before;

	stakeholders	general public	stakeholders	publishing the minutes, ppp presentations on the website
Mar 2012	preparation of a fact sheet with the key messages of the project translated in the national languages of the stakeholders	stakeholders, policy makers, general public	make the most important results available to interested parties; create a general consciousness among the target groups on selective migration and its effects	Draft in English (LP); translations (PPs)
Jan 2012 ---	publication of key results in scientific journals	academic community	initiate an international discussion process	publishing abstracts on website and/or adding link to journal websites (PPs)
Mar 2012 ---	dissemination of theoretical and empirical results by lecturing, within own courses and as invited external lecturers	higher education students	facilitate an understanding of selective migration among potential future stakeholders, policy makers, academic community and civil society	information on the place, institution, theme on the lectures on the website (PPs)
May 2012	publication of the final report on the project website	stakeholders, policy makers, academic community, general public	make all results available to interested parties; influence regional and sectoral policies for the capitalisation of results	edited report (LP)
Jun 2011 Nov2011	participation in ESPON Seminar	European and national level policy makers	influence regional and sectoral policies for the capitalisation of results	LP (Jun) TPG (Nov)
Jun 2012	dissemination of results in the media, organised by the stakeholders	regional and sectoral policy makers, general public	influence regional and sectoral policies for the capitalisation of results; promote a public discussion; create a general consciousness on selective migration and its effects	information of the event, date, place, one month before; publishing the "news" on the website (PPs)

Draft Questionnaire for young people in rural areas

This questionnaire is part of the SEMIGRA research project which aims at finding out more about the living situation, expectations and future plans of young people in (**case study region**). Your school has been chosen to be part of the. Please reply to the questions below by choosing the answer which fits you the most. Usually just one reply is allowed. This is mentioned in the end of the question. Your reply will be anonymous and it is part of a large international database helping us to better understand the processes in different regions. Filling in the questionnaire will take about 15-20 minutes. Your reply is very important to us. Thank you for your time.

Name of the School, locality, grade/year of study:	

HOBBIES AND FRIENDS

1) How much free time do you have?

	Too much
	Enough
	Too little

2) Do you belong to a club?

	No
	In the past but not currently (what type of club?)
	Yes (what type of club?)

3) How often do you do each of the following things? *Choose one of the following choices: 1.not at all, 2. daily, 3. weekly, 4.monthly (mark with one x on each row)*

	1	2	3	4
Sports				
Meeting friends face to face				
Meeting friends online				
Watching movies / TV / DVDs				
Outdoor activities				
Computer games				
Going shopping (clothes, CDs, games, books)				
Cinema				
Going to a pub, having a pint				
Reading				
Else……….				

4) Which of the following groups are important for you *(1 very important, 2 important, 3 not so important, 4 not at all important, 0 not applicable)?*

	school mates
	training / hobby mates

	Online-friends
	Siblings
	Parents
	Relatives
	Other group, which one? ……………………………………..
	I don't know, I am in a period when I am not significantly part of any group

5) Where do you usually meet with your friends? *(place number 1 on the place where you met your friends most often, number 2 on the following place you usually meet your friends and number 3 to the 3rd most often place where you meet your friends)*

	At home
	Outdoors
	In sports fields, halls, etc.
	In youth centres
	In coffee shops/ pubs/ ice cream parlours
	In restaurant, pub or such
	In youth clubs or other societies
	Wherever, not in a specific place

6) Some people think that it is easier to grow up in a village when you're a boy. Do you agree?

	Yes, boys have more liberties than girls
	People treat you the same no matter if you're a girl or a boy
	No, people don't care what the girls do. The only monitor the boys.

7) Have you travelled abroad in the past 2 years?

	No, not at all.
	Yes, once in the past 2 years
	Yes, many times in the past 2 years

8a) To whom of the following you may tell the good things from your life? *You may choose all the replies fitting your situation*

	to schoolmates
	to training / hobby mates;
	to net friends, which are not hobby or school mates
	to my parents
	To my brother(s) / sister(s)
	To other relatives

	to neighbours
	to some of the school staff; to whom?
	to another person; to whom?
	I don't know, at this point I do not trust anybody

8b) If somebody harasses you or you have another problem, to whom you may talk about it? *Multiple choices possible*

	to schoolmates
	to training / hobby mates
	to net friends, which are not hobby or school mates
	to my parents
	to my brother(s) / sister(s)
	to other relatives
	to neighbours
	to some of the school staff;
	to another person; to whom? …………………………
	I don't know, at this point I do not trust anybody

➔ A question dealing with gender stereotypes is required

9) Do you think that people in (case study region) share your attitudes in the following fields? *Choose one of the following choices: 1.not at all, 2. rarely, 3. often, 4.all the time (mark with one x on each row)*

	1	2	3	4
Movies				
Sports				
Games				
Politics				
Fashion				
Art				
Plans for the future				
Hobbies				
Else……….				

10) Have good friends of yours or close relatives in your age-group recently left (case study region)?

	No
	Yes (where did they go?/why did they go?)

LIFESTYLE

11) ***Next lines have different statements.*** *For each of them, chose in what extent you agree or disagree: 1 – fully disagree, 2 – disagree 3 – neither agree, nor disagree 4 – agree 5 – fully agree (only one x on each row).*
--> ***(we want to add some more questions concerning "rural" and "urban" lifestyles)***

	1	2	3	4	5
It is nice to be part of a group					
If you have problems, it is easier to find solutions from the internet nowadays					
It is nice to live in (case study region)					
I do things the best alone					
In (case study region) should be more persons like me					
I like to experience new cultures and countries					
In (case study region) should be more possibilities for youth to spend free time					
It is pleasant to make trips in the nature/outdoors					
I like living in (case study region) because people share my values and my way of life					
People in (case study region) don't understand the way I want to live					
Family and friends are more important to me than money and career					

12) Imagine your life in the next five years. What would you prefer more and what will you probably do? *(mark with one x)*

Living in a big city	or	living in a natural environment	No opinion/neither-nor
Founding a family	or	Looking for a good professional career	No opinion/neither-nor
Experiencing many new contacts	or	Spending time with good friends and family	No opinion/neither-nor
Spending most time for my leisure activities	or	Spending most time for my further education	No opinion/neither-nor

Some more???

13) How often do you use the following services? *Choose one of the following choices 1.not at all, 2. daily, 3. weekly, 4.monthly (mark with one x on each row)*

	1	2	3	4
Internet at home				
Internet in library/school/other public spaces				
irc and other chat environments				

Skype, msn messenger, yahoo messenger, google talk and other messengers				
Facebook, Windows Live and other similar networks				
School library				
City library				
Youth centre				
Junior programmes offered by local clubs				

13b) Which of the following services (from the above) is most important for you and why? (*Describe in detail why did you chose it)*

14a) How interested are you in politics?

	Very interested
	Somewhat interested
	Little interested
	Not at all interested

14b) How interested are you in society issues and social matters?

	Very interested
	Somewhat interested
	Little interested
	Not at all interested

14c) Are you interested in participating and contributing to decision making in your municipality?

	Yes
	No

14d) Is it possible to express your opinions and views so that they are also taken into consideration by the decision makers?

	Yes, very much possible
	Yes, somewhat possible
	No, it is not possible

14e) Which are the four (4) most important societal issues for development in your society / municipality?

SCHOOL and ENTREPRENEURSHIP

15) You have below a list of statements about your school. *Please choose for each of them the reply choice closer to your situation!* *Chose one of the following choices: 1 – fully disagree, 2 – disagree 3 – agree 4 – fully agree (only one x on each row)*

	1	2	3	4
Our school is affected by the people leaving from our region				
Our school is a great place to learn new useful things				
Our school is very good place giving the needed education to leave this region				
Our school offers great possibilities to practice hobbies in the spare time				
Our school is a great place to socialise with young people same age as me				
My school provides me a good education, therefore I can easily continue my studies or find a working place				
Our school has many projects, allowing for connecting with young people from other localities in our country				
Our school has many projects, allowing for connecting with young people from other countries				
I like our school				

16) If you would receive support and guidance, would you like to start your own business?

	Yes, sure, I already thought about what kind of firm I should like to start
	I could start, but I don't have yet detailed plans
	Self-employment is not an option for me

YOUR HOME REGION (IMAGE and IDENTITY)

17a) What do you like best about (name of *case study region*)?

17b) What do you like least about (name of *case study region*)?

18) What do you think is difficult for young people/(for you?) living in your home region? *1 – very difficult, 2 – difficult 3 – neither nor 4 – easy 5 – very easy (only one x on each row)..*

	1	2	3	4	5
To find a good job					
To meet good friends					
To reach leisure facilities					
To find a partner					
To participate at cultural events (concerts, cinema, theatre..)					

To go shopping					
To participate in public life (e.g…)					

19) In the end, there are described some features of your region. In what extent do you agree with them? *For each of them, chose in what extent do you agree or disagree: 1 – fully disagree, 2 – disagree 3 – neither agree, nor disagree 4 – agree 5 – fully agree (only one x on each row).*

	1	2	3	4	5
In (case study region) there are enough activities for youth					
Young people have enough possibilities to influence the development of (case study region)					
I would like to live here, if I would find a job in (case study region)					
In (case study region) should me more possibilities for youth to spend free time					
…….					

FUTURE PLANS and VISIONS

Now, we would like to ask some questions about your future plans. All supplied data is confidential, individual responses cannot be recognised in the final research report.

20) Which are your plans after finishing the school?

	Continuing my education in this region
	Continuing my education in another region
	Work in (case study region)
	Work in another region (where)
	Something else, what?. ....
	I don't know

20a) What job or education are you looking for after finishing the school?

20b) Do you already know where you want to continue your education or find a job?

	Yes, in……………………(name of the region)
	No

21) Which of the following fits your situation the best?

	1. I intend to stay in (case study region)
	2. I will move away for a while in another region but I will definitely come back
	3. I will move away for a while in another region and I maybe will come back
	4. I will move away for a while in another region and maybe I will not come back
	5. I will move away for a while in another region and I definitely will not come back

22) Imagine you went away. What could make you to come back? (*List and describe in detail 5 reasons for coming back to the region in which you live now*)

23) *Next lines have different statements.* For each of them, chose in what extent you agree or disagree: 1 – fully disagree, 2 – disagree 3 – neither agree, nor disagree 4 – agree 5 – fully agree (only one x on each row).

	1	2	3	4	5
I will search for work during / after my education in another region, then the one in which I am now					
I will search for a partner in another region then the one in which I am now					
It is most important to me to be in a big city in the future					
I like this region, but I think it has no future					
I like this region because it is a safe place to grow up					
I like this region because my friends live here					
I will continue to study in other region because the education facilities in my topic of interest are not available in this region					
I would consider coming back to this region, if I would know it will have good jobs to offer to young graduates					
I would consider coming back to this region, if I would know it will have friendly housing solutions to offer to new established families					
I would consider coming back to this region and starting my own business here, if I would know I will get financial support and guidance to do it					
I would consider coming back to this region, if I would know it will have more entertainment facilities to offer to young people					

SOCIO-DEMOGRAPHIC VARIABLES

In the end, we need some socio-demographic variable, to make category analysis. All supplied data is confidential, individual responses cannot be recognised in the final research report.

SD1) Sex

	Male
	Female

SD3) Birth year

SD4) Residency (Postcode and name of Community)

Since when do you live there? (year):

SD5) What distance there is till the school? (km)

SD6) How long does it take to get to school, in a typical day? (min)

SD5) Mother's education

	1.
	2.
	3.
	4.

SD6) Father's education

	1.
	2.
	3.
	4.

SD7) Mother's employment

	1. employed / own business
	2. unemployed
	3. retired
	4. other, which one?

SD8) Father's employment

	1. employed
	2. unemployed
	3. retired

| | 4. other, which one? |

SD9) Mother's profession/occupation *Show the list of occupations*

	1.
	2.
	3.
	4.
	Place of work………………………………

SD10) Father's profession/occupation *Show the list of occupations*

	1.
	2.
	3.
	4.

SD11) Are your parents divorced/separated?

	1. no
	2. yes, and I live with my mom
	3. yes, and I live with my father
	4. yes, and I live equally with each of them
	5. yes, and I live on my own

Are your parents born in this region?

	1. Yes, both
	2. No, only mother or father
	3. None of them
	4.

SD12) Are you interested to get a summary of this research report?

	a) Yes, a very short one 1 page or so
	b) Yes, but I would also like the whole report
	c) Not interested to receive any information about this research

My contact data (voluntary):
Phone number, id skype / ym / msn messenger (mention which one)

Email

Thanks a lot for your valuable reply!

Draft Interview Guideline for Women

This interview is part of an international comparative research. Your replies are important for us, but your anonymity will be preserved, by the manner of reporting on the qualitative matters. This research will help us to better understand the specific situation of women from our region.

For the beginning please tell us a bit about your family and education situation (check about the parents' influence/contribution to education and future carrier choice)

How did you get the first job (temporary)? (Check for the formal and informal networks used, type of job)

How did you get the current job? (Check for the formal and informal networks used, type of job)

Between the current job and the first job, how many jobs did you have? In what field? Which was the most rewarding one? Why? Which was the most problematic one? Why?

Have you or one of your (same gender) friends experienced unemployment? (Check for networks to access temporary jobs, trainings, new job)

Have you or one of your (same gender) friends experienced entrepreneurship? (Check for type and lifetime of business) If yes, which were beneficial aspects? Why? Which were problems? What can be done to prevent/improve them?

Have you or one of your (same gender) friends experienced voluntary work? (Check for type and duration of cooperation/voluntary association) If yes, which were the 3 most beneficial aspects? Why? Which were the 3 biggest problems? What can be done to prevent/improve them?

Which are most positive aspects of this region? Why? *If reply type is 'no positive aspects' go to the next one*

Which are most negative aspects of this region? Why? What can be done for improving the situation?

For returning/in-migrants:
What was the major reason to come back to your home region? Which problems where connected with coming (back) to this region? Why? What can be done to improve this situation? (probe accessing a job, making friends, housing)

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