

## Local-level comparative case study of

ÚJBUDA

May 2017

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## 1. OVERVIEW

**Country:** HUNGARY

**Name of the organization:** Local Municipal Government of Újbuda

**Topic:** State of youth in the region of Újbuda; Entrepreneurial and labour market opportunities for young people in the region

**Duration of the project:** January 2017 – May 2019

**Funding program:**

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**Key partners:** Ifjúsági Vállalkozásélénkítő Egyesület (IVE)

**Current status:**

## **2. INTRODUCTION**

The main purpose of this study is to explore the state of young people living in the region of Újbuda. The life of these 15-29 year old people is quite difficult in many aspects, so we believe we must help them in making their decisions, or, in preparing them for responsible decision making. For this aim we have to be aware of their present state, future purposes, and also of the gap between them. With the data we collect and sum up in this study we want to base the Local Action Plan we make.

Writing the local-level comparative case study we decided to focus on three main areas. These are the following:

- (1) The general description of the region, focusing on the educational, developmental and labour market statistics and alternatives;
- (2) The quantitative examination of young people living in the region, including their circumstances, opportunities, existing and missing skills and abilities, related to their ambitions;
- (3) Besides examining young people we also consider important to research those stakeholders, which are involved in the career of young people – e.g. teachers, experts, start-ups, innovation organizations, members of business sphere, members of civil sphere, and the local government.

We believe that our completed study on Újbuda will serve the project in realizing its objectives.

### **2.1 Definitions and acronyms**

BME	Budapest University of Technology and Economics
BME VMS	BME Venture Mentoring Service
DOS	Digital Educational Strategy
FIVOSZ	Young Entrepreneurs Association Hungary
HCSO	Hungarian Central Statistical Office
IVE	Association for Increasing Young Enterprises

MTTI                      BME Technology and Knowledge Transfer Office  
MVM                      Hungarian Electricity Private Limited Company  
TÁMOP                    Social Renewal Program supported by EU

### **3. METHODS AND SOURCE OF DATA USED DURING SITUATION ASSESSMENT**

#### **3.1 Literature, document and website analysis**

In order to prepare ourselves for the project, and to collect some data from previous studies and researches, we used the following list of national and international literature:

Arató, F. (2011): *A kooperatív tanulásszervezés alkalmazása során használatos attitűdökről*. In: Arató F. (szerk.) (2011): *Kooperatív tanulásszervezés a felsőoktatásban*. Pécsi Tudományegyetem Bölcsészettudományi Kar. Letöltés helye: [http://janus.ttk.pte.hu/tamop/tananyagok/koop\\_tan\\_fo/index.html](http://janus.ttk.pte.hu/tamop/tananyagok/koop_tan_fo/index.html). Letöltés ideje: 2017. június 10.

Bakó, B., Simon, K. (szerk.) (2010): *Kooperatív tanulás. Segédlet a kompetencia-alapú pedagógusképzés módszertani megújulásához*. Nyugat-Magyarországi Egyetem. Letöltés helye: [http://pszk.nyime.hu/attachments/198\\_kooperativ\\_tanulas.pdf](http://pszk.nyime.hu/attachments/198_kooperativ_tanulas.pdf). Letöltés ideje: 2014. június 12.

Baráth, T. (2008): *Vállalkozói kompetencia. Kimarad-e, ami kimaradt eddig?* Előadás. SZTE Közoktatási Vezetőképző Intézet, Szolnok

Brassói, S. (2005): *Összefoglaló az Oktatás és képzés 2010. c. munkaprogram „Kulcskompetenciák” munkacsoportjának eredményeiről*. Kósa Barbara interjúja az Új Pedagógiai Szemle májusi számában. Új Pedagógiai Szemle, 2005. május, 55. évfolyam, 5. szám, 51-57. oldal

Chakrawarthy, B. S., Doz, I. (1992): *Strategy Process Research: Focusing on Corporate Self-Renewal*. Strategic Management Journal, vol. 13. pp.: 5-14.

Council of the European Union (2002): *Detailed work programme on the follow-up of the objectives of education and training systems in Europe*. Official Journal of the European Communities, 2002/C 142/01. Letöltés helye: <http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=OJ:C:2002:142:0001:0022:EN:PDF> Letöltés ideje: 2017. június 10.



Daruka, M. (2014): *Az Y és Z generáció forradalma az oktatásban*. Konferencia előadás a TÁMOP-4.1.2.B.2-13/1-2013-0012 Szakmai tanárképzés országos módszertani- és képességfejlesztése című program keretében. Harkány, 2014. június 4.

Galambos, R. (2005): *Esély a változásra, lehetőség a változtatásra*. Kézirat.

Gergely, Gy. (2004): *Kulcskompetenciák pedig nincsenek*. Új Pedagógiai Szemle, 54. évfolyam, 11. szám, 50-58. oldal.

Gordon, T. (1989): *A tanári hatékonyság fejlesztése. A T.E.T. módszer*. Budapest, Gondolat Kiadó.

Kadocsa, L. (2006): *Az atipikus oktatási módszerek*. Kutatási Zárótanulmány. Budapest, Nemzeti Felnőttképzési Intézet.

Kocsis, É., Szabó, K. (2000): *A posztmodern vállalat. Tanulás és hálózatosodás az új gazdaságban*. Oktatási Minisztérium, Budapest.

Kovátsné Németh, M. (2009): *A hatékony tanulást elősegítő módszerek*. In: Albert, S. (szerk.) (2009): *Az iskolai és óvodai programok kialakításáról*. Selye János Kiadó, Komarno, 51-66. oldal.

Magyari, G. (2010): *Hogyan tanulnak a ma középiskolásai – a holnap egyetemistái?* In: Dobó, I., Perjés, I., Temesi, J. (szerk.) (2010): *Korszerű felsőoktatási pedagógiai módszerek, törekvések*. Konferencia előadások. Aula Kiadó, Budapest.

Mihalkovné Szakács, K. (2010): *A tudás és képességek stratégiai jelentősége napjainkban*. Konferencia előadás. „HITEL, VILÁG, STÁDIUM” Tudományos konferencia, Sopron 2010. november 3.

Nagy, J. (1994): *Én(tudat) és pedagógia*. Magyar Pedagógia, 94. évfolyam, 1–2. sz., 3-26. oldal.

Nagy, M. (2004): *Új kompetenciaelvárások és új képzési gyakorlatok a tanári szakmában*. Új Pedagógiai Szemle, 2004. április-május, 54. évfolyam, 4-5. szám, 69-77. oldal.

Nagy, J. (2005): *A hagyományos pedagógiai kultúra csődje*. Élet és Irodalom, XLIX. évfolyam, 16. szám, 2005. április 22.

Niggeman, W. (1983): *A csoportmunka mint a felnőttképzés intenzív formája*. In: Maróti, A. (1983): *Andragógiai szöveggyűjtemény I. kötet*. Tankönyvkiadó, Budapest, 143-150. oldal.

Oktatáskutató és Fejlesztő Intézet (OFI) (2009): *A vállalkozói készség fejlesztése*. Letöltés helye: <http://www.ofi.hu/tudastar/nemzetkozi-kitekintes/vallalkozoi-keszseg>. Letöltés ideje: 2010. november 11.

Oláh, A. (2005): *Érzelmi intelligencia és szociális kompetencia feladatok*. Kézirat, ELTE Pszichológiai Intézet.

Pais, E. R. (2014): *Alapvetések a generációs kihívások kezeléséhez*. Konferencia előadás a TÁMOP-4.1.2.B.2-13/1-2013-0012 Szakmai tanárképzés országos módszertani- és képzésfejlesztése című program keretében. Harkány, 2014. június 4.

Perjés, I. (2005): *Társadalompedagógia*. Aula Kiadó, Budapest.

Perjés, I., Vass, V. (szerk.) (2009): *A kompetenciák tantervesítése*. Aula Kiadó, Budapest.

Simon, G. (2006): *Kompetencia alapú oktatás, kompetenciaalapú tanítási, tanulási programok*. Előadásvázlat, Pedagógiai Mentálhigiénés Konferencia, 2006. március 10-11. Letöltés helye: <http://www.legitim.hu/>. Letöltés ideje: 2017. június 11.

Szabó, K. (szerk.) (2007): *Összehasonlító gazdaságtan*. Aula Kiadó, Budapest

Tókos, K. (2005): *A serdülőkorú önismeret az elméleti és empirikus kutatások tükrében – pedagógiai megközelítésben*. Új Pedagógiai Szemle, 2005. október, 55. évfolyam, 10. szám, 42-60. oldal

Vass, V. (2006): *A kompetencia fogalmának értelmezése*. In: Kerber, Z. (szerk.): *Hidak a tantárgyak között. Kereszttantervi kompetenciák és tantárgyközi kapcsolatok*. Országos Közoktatási Intézet, Budapest.

Vass, V. (2009): *A kompetencia fogalmának értelmezése*. Letöltés helye: <http://www.ofi.hu/tudastar/hazai-fejlesztési/kompetencia-fogalmanak> Letöltés ideje: 2011. április 27.

Wilson, K. E., Vyakarnam, S., Volkmann, C., Mariotti, S., Rabuzzi, D. A., Sepulveda, A. (2009): Educating the Next Wave of Entrepreneurs. *Unlocking entrepreneurial capabilities to meet the global challenges of the 21st Century*. A Report of the Global Education Initiative, World Economic Forum, Switzerland. Letöltés helye: [https://members.weforum.org/pdf/GEI/2009/Entrepreneurship\\_Education\\_Report.pdf](https://members.weforum.org/pdf/GEI/2009/Entrepreneurship_Education_Report.pdf).  
Letöltés ideje: 2010. március 21.

Furthermore, for the collection of the implemented Best Practises, we tried to find some pieces of information on the Internet. We visited the following web sites:

<http://ujbuda.hu/ujbuda/ujbudai-hallgatoi-startup-palyazat-2017>

<http://tti.bme.hu/AboutUs>

<http://tti.bme.hu/mission>

<http://tti.bme.hu/Demola>

<http://tti.bme.hu/InnovationLab>

<https://budapest.demola.net/>

<https://www.elte.hu/content/innovativ-hallgatoi-otletpalyazat-hatarido-hosszabbitas.t.13118>

[https://www.elte.hu/media/e8/bd/4e394ebeaccb501e1d55034d11d190ca837791a1105b69a8bd55df434908/%C3%96tletp%C3%A1ly%C3%A1zat\\_felh%C3%ADv%C3%A1s\\_2017.01.23.pdf](https://www.elte.hu/media/e8/bd/4e394ebeaccb501e1d55034d11d190ca837791a1105b69a8bd55df434908/%C3%96tletp%C3%A1ly%C3%A1zat_felh%C3%ADv%C3%A1s_2017.01.23.pdf)

<http://upcenter.hu/>

<http://www.bethlen.hu/T%C3%81MOP314/tabid/117/Default.aspx>

<http://www.bethlen.hu/T%C3%81MOP314/tabid/117/articleType/ArticleView/articleId/308/Otletkosar-a-kompetencia-alapu-esvagy-a-nem-szakrendszeru-orakra.aspx>

[http://csalad.mandiner.hu/cikk/20161118\\_smart\\_school\\_mintaprojekt\\_a\\_xi\\_keruletben](http://csalad.mandiner.hu/cikk/20161118_smart_school_mintaprojekt_a_xi_keruletben)

<http://mvmedison.hu/>

<http://bossconnect.com/>

[http://bossconnect.com/fivosz-bossconnect\\_mentor\\_program/](http://bossconnect.com/fivosz-bossconnect_mentor_program/)

<http://bossconnect.com/eredmenyeink/>

<http://ujbuda.hu/tags/karrier-klub>

<https://www.facebook.com/karrierklub/>

### 3.2 Desk research of existing statistical data

In Hungary the Hungarian Central Statistical Office (HCSO) is responsible for making the most widespread statements in almost every topics reliable in NGS project. In order to have the necessary statistical data on the population, education and employment, we examined the charts made by HCSO. Many of these charts are available on the Internet: <http://www.ksh.hu/?lang=en>

### 3.3 Qualitative data collection

For examining the relevant partners, affected in youth-care system, we decided to make 2 focus group interviews and 2 interviews altogether. The focus groups and the interviews were facilitated by Gábor Kerékgyártó.

The first group consisted of 2 leaders of the local municipal government. Zsuzsanna Kremzner and László Molnár shared their opinion and knowledge on the present political instruments of the institute, and told us about all those problems they have to face with when dealing with the topic of youth-care. Both of them had many good ideas about how to help youngsters in Újbuda.

As a representative of public education, Gyuláné Gyurcsó told us about the characteristics of Y and Z generation. She emphasized the importance of public experience among youngsters.

Gábor Bartos, Gábor Béres, and Zsuzsanna Csiszár put a word in the group of the members from labour market. As they all have 25-29 year-old children, they were present not only as the experts of human resource, but also as parents of youngsters from the researched age-group.

Last but not least, the local entrepreneurial ecosystem was presented by László Bacsa (Demola), Zita Csirszka (Career Club), Gergely Freész (Spin-Off Club), Csaba Lévy (BossConnect), and János Moll (Youth Tender for Startups in Újbuda). They all focused on the difficulties of the young generation when going along their path of career.

### 3.4 Quantitative data collection

For examining young people living in the region we made a survey that was filled in by 434 subjects altogether. We segmented them according to their age (15-18 years, 19-24 years, and 25-29 years old), sex (male or female), the type of the highest level of education (primary school, grammar school, professional or technical school, college or university), and we asked if they lived, worked, studied, or run a business in Újbuda. The participants could fill in the questionnaire online:

„NewGenerationSkills – Unlocking the potentials for business and social innovation in the Danube Region by equipping young people with new generation skills”

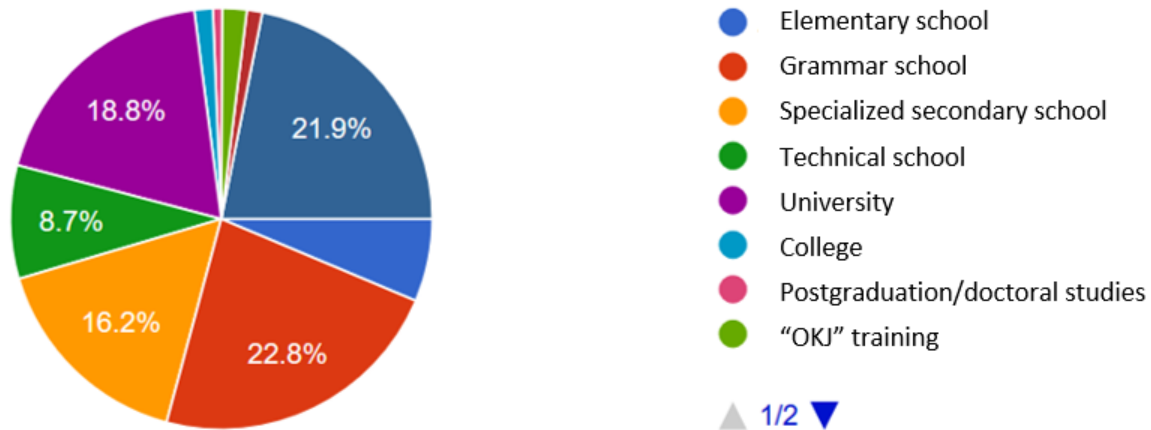
As follows, you can find a short description of the sample. 234 female and 200 male has filled in our questionnaire altogether. 3.7% of them are 14 years old, 44.9% are between the ages of 15 and 18, 27.8% are from the group of 19-24 years old, and the rest is between 25 and 29. It means that by the age our sample is representative.

In the view of their marital status, we can state that the sample evaluated the feature of the targeted age group, as we consider that almost half of the youngsters who filled in our questionnaire are between the ages of 15-18. 60.3% of them are single, 29.6% are in relationship, 6% has companion, and the rest is married or divorced.

Most of them (44.4%) come from families with two children, and only 14.5% of them are only child.

While preparing for the case study and the empiric research, we had a hard task to define what “someone from Újbuda” means. The reason for this is that we can also consider the ones who live *and* study/work/do business in Újbuda, and the ones who live in Újbuda *but* study/work/do business somewhere else, and also the ones who study/work/do business in Újbuda *but* live somewhere else as “someone from Újbuda”. In order to understand the state of the target group from this point of view, we examined them by the following criteria: residence, place of study, work, and business. 47.3% of the target group lives, 79.8% of the students studies, 43.9% of the employees works, and 15.8% of the entrepreneurs does his or her business in Újbuda.

Most of the students studies at grammar school (22.8%) or university (18.8%). 16.2% of them goes to specialized secondary school, and 8.7% attends technical school. 13 members of the target group study at other kind of vocational training.

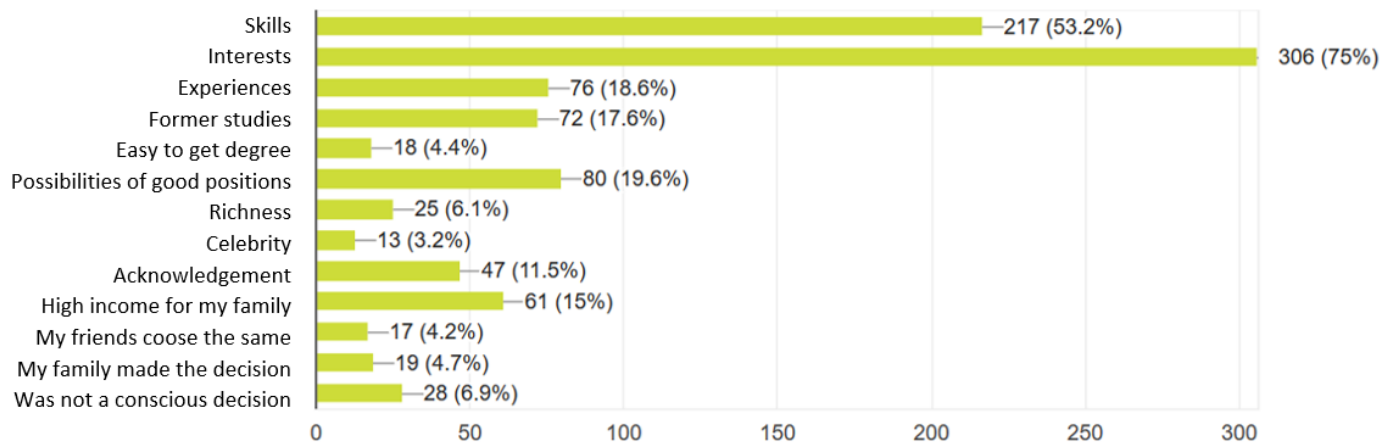


The fact that almost half of our sample consists of 15-18 year-old youngsters more or less explains the statistics on the highest level of education. 38.8% of the target group has finished his elementary level education, while 8.3% is still attending primary school. 19.2% used to go to grammar school, while 8.8% studied at specialized secondary school. The ratio of the ones who attended university and college are 60.5% to 39.5%.

The ones who studied, or still study some vocational education or training (including specialized secondary schools, technical schools, vocational training, university, college, and "OKJ" vocational training) chose their specializations as follows.

Compared to the other options, the ratio of those who studies art, entertainment and free time is quite high (16.2%). The other popular specializations are agriculture (7.2%), education (6%), food production, information and communication, and scientific activity (5.1%).

Later you can read several times our experts' opinion, which states that the members of the young generation are not able to think long term, or make their present decisions by long term issues. Their answers on our question about the reason of choosing specialization seem to confirm this statement.



The respondents could give more answers at the same time, so they did not have to choose the most important influencing factor. Three-quarter of the young answered that they based their decision on their interests, and half of them on their skills. Further criteria were practical experience, former studies, and the easiness of finding good positions in the future.

We also have to state that while making their decisions they based it on themselves and their own need, so they did not take consider their family or friends.

### 3.5 SWOT analysis

	POSITIVE INFLUENCES	NEGATIVE INFLUENCES
<b>INTERNAL FACTORS</b>	<b>STRENGTHS</b>	<b>WEAKNESSES</b>
	<ul style="list-style-type: none"> <li>• supportive local government</li> <li>• venture funds available</li> <li>• youth programmes co-financed by national or local government or EU</li> <li>• topic is included in many economic strategies</li> <li>• capable of targeting different groups</li> <li>• conceptual thinking of the Municipality</li> <li>• many universities operating in the region</li> <li>• up-to-date and flexible thinking of secondary school directors and teachers</li> <li>• spread of blended learning</li> <li>• spread of digital education</li> <li>• well-equipped educational institutes</li> <li>• good academic and research background</li> <li>• possibility of informal education</li> <li>• technology transfer</li> <li>• possibility for lower employment costs</li> <li>• possibility for lower taxation</li> <li>• openness to new technologies and innovations</li> <li>• educated, skilled and talented youth</li> <li>• expert knowledge base</li> <li>• entrepreneurial hub in Budapest</li> <li>• innovation hub in Budapest</li> <li>• artistic hub in Budapest</li> <li>• many bottom-up initiatives</li> <li>• biggest district in Budapest</li> </ul>	<ul style="list-style-type: none"> <li>• lack of budget background in the Municipality</li> <li>• brain drain in different professions</li> <li>• lack of experts in different professions</li> <li>• incomplete Quadruple Helix (lack of cooperation with industry)</li> <li>• less support possibilities for services than for technology</li> <li>• lower appreciation of service-based enterprises than innovation and technology-based ones</li> <li>• outdated financial and business framework</li> <li>• lack of financial support of the Municipality (lack of financial resources in the Municipality)</li> <li>• low loan capability / inadequate criteria for obtaining loans</li> <li>• lack of self-knowledge</li> <li>• huge gap between motivated and demotivated youngsters</li> <li>• youth are driven by profit-making (<i>Is it really a weakness?</i>)</li> <li>• low entrepreneurial spirit</li> <li>• lack of entrepreneurial knowledge and skills</li> <li>• youngsters have no idea about their future</li> <li>• “mother-hotel” (dependency on parents)</li> <li>• lack of professional experiences</li> <li>• lack of culture of work</li> <li>• lack of information about the opportunities</li> <li>• missing the topic of social entrepreneurship in education</li> <li>• cooperation between institutions is not financial sustainable and is linked to different projects (short-term cooperation)</li> <li>• scarce human resources at Municipality dealing with youth</li> <li>• different municipal offices dealing with related topics</li> <li>• wrong approach towards youth</li> <li>• individualization of society (computer and internet)</li> </ul>



		<ul style="list-style-type: none"> <li>addict youngsters)</li> <li>• gap between labour market demand and education of youth</li> <li>• postponed adulthood (work, marriage, children)</li> <li>• difficult administration in state offices</li> <li>• low salaries for skill workers</li> <li>• culture not appreciating skill workers</li> </ul>
<b>EXTERNAL FACTORS</b>	<b>OPPORTUNITIES</b>	<b>THREATS</b>
	<ul style="list-style-type: none"> <li>• corresponding strategies within Quadruple Helix</li> <li>• networking</li> <li>• issue of youth and founding is very well established</li> <li>• developing and spreading of informal education</li> <li>• more supports possibilities for services</li> <li>• new entrepreneurial culture appreciating service-based or not innovative businesses</li> <li>• new entrepreneurial culture appreciating failure</li> <li>• setting up appropriate mentorship</li> <li>• EU funding</li> <li>• spreading the opportunities of crowdfunding and teaching the way of successful campaigns</li> <li>• definition of social entrepreneurship</li> <li>• social entrepreneurship as part of curricula</li> <li>• atypical ways of working for youngsters, new mothers, students, etc.</li> <li>• trainings to become self-employers</li> <li>• supporting technology transfer as an outsider actor of the process</li> <li>• long-term thinking</li> <li>• making the region more attractive for young</li> <li>• promoting and developing informal education</li> </ul>	<ul style="list-style-type: none"> <li>• sudden change in EU funding</li> <li>• lack of EU funding after 2020</li> <li>• insufficient financial support</li> <li>• the funds will not be assigned where needed</li> <li>• pupils find no starting point</li> <li>• stressed and frustrated youngsters (force of performance)</li> <li>• no need for so many high graduated people</li> <li>• brain drain</li> <li>• no perspective for youth</li> <li>• labour market not adopted to the needs and characteristics of youth</li> <li>• changing educational and research background</li> </ul>

## 4. THE REGIONAL AND LOCAL-LEVEL CONTEXT

### 4.1 Demographic study of the youth

In this chapter you find a detailed introduction of the youth examined in the project. We worked up relevant topics as education and employment, carrier choice, professional skills, and generational characteristics. At the end of the demographic study we enclosed a list of the organizations, which deal with youth-care in Újbuda.

#### 4.1.1 Education and employment

The chart below shows the number of students, who take part in public education in Central Hungary. According to these data, most of the students (52.1%) attend grammar school, and the rest are those who will have professional knowledge by the end of secondary school (35.9% attends a so-called vocational-high school or specialized secondary school, 10.6% attends technical school, and 1.5% attends vocational training). Since these data show that around 68,000 18-year-old youngsters were not qualified for labour market in 2016 in Central Hungary, we may suppose they continued their study in higher education or other vocational education in order to have some specialized knowledge.

**Number of students taking part in public education, 2012-2016, Central Hungary**

	2012	2013	2014	2015	2016
<b>Vocational training</b>					
Budapest	1 808	1 658	1 542	1 464	1 555
Pest	462	444	393	370	351
<b>Central Hungary</b>	<b>2 270</b>	<b>2 102</b>	<b>1 935</b>	<b>1 834</b>	<b>1 906</b>
<b>Technical school</b>					
Budapest	14 427	13 029	11 760	9 576	9 021
Pest	7 117	6 503	5 856	5 298	4 854

<b>Central Hungary</b>	<b>21 544</b>	<b>19 532</b>	<b>17 616</b>	<b>14 874</b>	<b>13 875</b>
<b>Grammar school</b>					
Budapest	49 131	48 468	48 937	49 600	50 832
Pest	16 815	16 887	16 912	17 136	17 237
<b>Central Hungary</b>	<b>65 946</b>	<b>65 355</b>	<b>65 849</b>	<b>66 736</b>	<b>68 069</b>
<b>Vocational high school / Specialized secondary school</b>					
Budapest	54 081	46 797	42 523	40 130	37 618
Pest	11 679	10 822	10 239	9 857	9 303
<b>Central Hungary</b>	<b>65 760</b>	<b>57 619</b>	<b>52 762</b>	<b>49 987</b>	<b>46 921</b>

In contrast to it while examining the distribution of empty positions it turned out, that only 35.4% of the whole demand on labour is offered for experts with academic qualifications. The positions like paperwork, administration, or other services, which suppose intermediate level of qualification, and the ones from agricultural, building or other branches of industry, come to 21% altogether. It means that the rate of the positions, which suppose qualification and which are not occupied yet, is 56.4% of the Hungarian economy. The positions that do not suppose any special knowledge are 31.7% of the empty ones.

Obviously, these moduli on education and labour demand cannot be opposed with one and another. Thus, the factors of examination should be the absolute value of labour demand and supply, so we could answer the questions whether more people have qualifications than needed or not, and if they have the necessary qualifications in the field of skill shortages or not.

The disharmony, that we can suppose between labour supply and demand owing to the above interpreted statistical data makes it necessary to examine the state of 15-19 year-old youngsters on labour market. The statistics show that though these people are the less active in the economy (their rate of economic activity is 6.9%), they pretend the highest unemployment rate (26.3%). However, the measure of the indicator gets lower, when we examine the 20-24 year old youngsters (11.5%), but it is still much higher than the average scale in Hungary.

According to our experts, the youngsters, who have just finished their higher education, can be collected into three groups.

- **THE AMBITIOUS.** These youngsters know what they want from life, and they are ready to do for realizing their aims. They are not afraid of working today for future benefits. Around 20% of the young entrants belong to this group.
- **THE LOST.** Thought usually they are highly educated, by the lack of qualification, interest, motivation or ambition they cannot start working. Thus, they are ready to take any free positions, because the only focus is on getting a job. This group contains almost 60-65% of the youngsters.
- **THE FLOWN AWAY.** As entrants they expect a wage around half a million forints (1,600 EUR – the average gross salary for entrants is 1,000 EUR in Hungary), service car/mobile/laptop, and high positions. They have unreal opinion about the surrounding world, mainly about the labour market. This group contains around 15-20% of the entrants.

The members of the elderly generations think that young employees love their jobs, and are enthusiastic about that, if the position they take is interesting, motivative, and if they like the surrounding atmosphere they have to work in. However, they proceed as soon as possible, so they do not really plan long term with their work.

#### **4.1.2 Carrier choice**

Examining the state of labour market and the topic of choice of career go along with each other. Although many think that the members of the young generation cannot create long-term strategies about their lives, asking them about their plans of becoming employees or self-employers may be worth for all.

In most cases the model their parents show them, and the values their family acts for influences the young. Although the choice of career seems to be a conscious decision, they

often doubt when later they face huge amount of stimulus at the university or college. When they first meet their new feelings, interests and desires, they lose the focus, which could help them go along their path of career, on the way to labour market or business life. In that moment usually there is no one to ask for help from, thus getting the degree becomes the only aim in their life.

The longer horizon we asked about, the more uncertain answers we got when we asked the target group about their short, middle and long-term plans. The uncertain answers could be grasped by their answers like “I do not know yet, but...”. It seems to suggest their short-term way of thinking and planning.

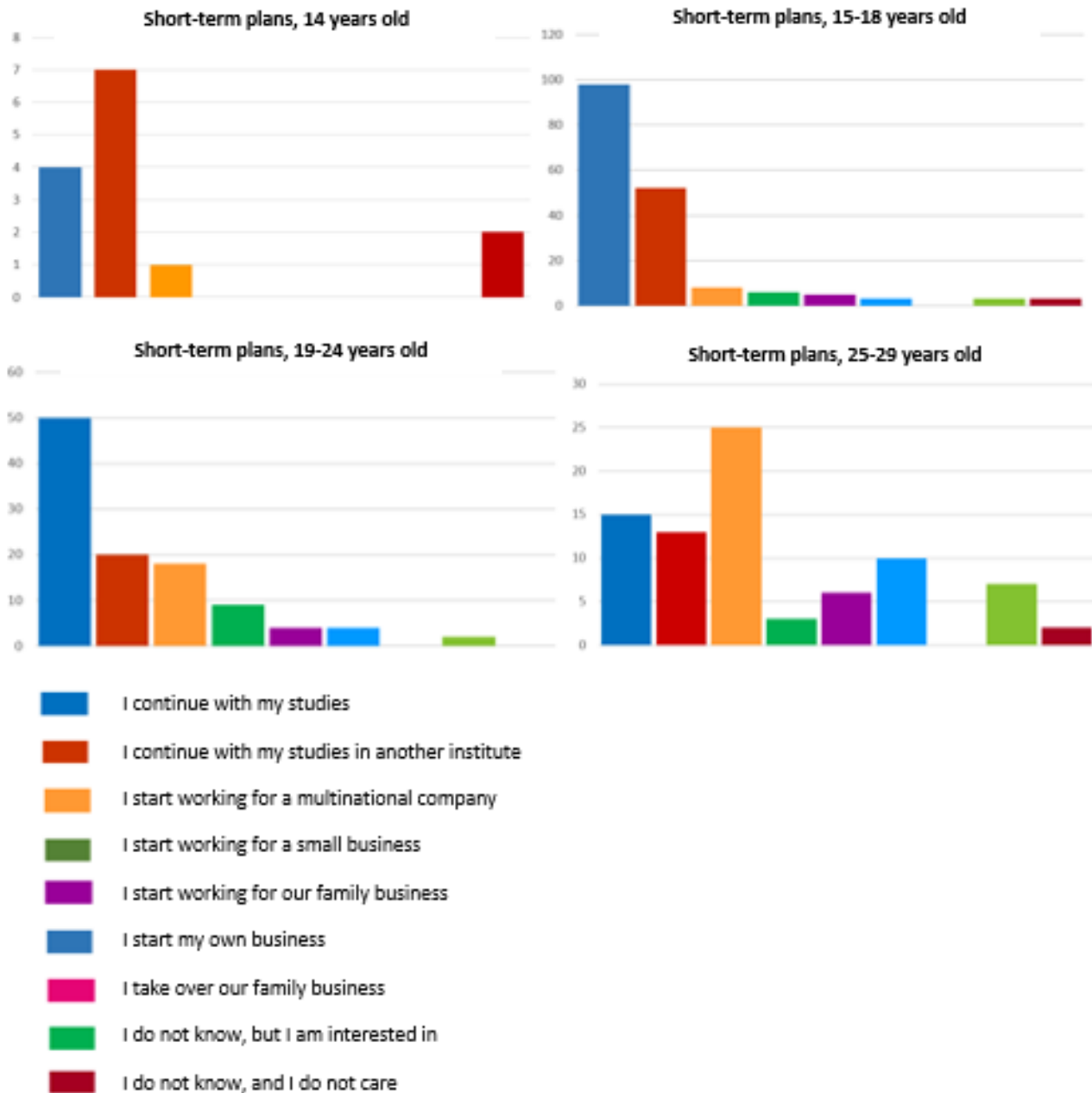
Analysing the data we’d better examine the answers separated by the age groups, for it is important to know whether we ask the plans from a secondary school student or somebody attending, or finishing higher education. You can find the results in the following diagrams.

- The 14-year-old students, attending elementary school, plan to go on with their studies. The decision of changing their school depends on whether they are in their final year or not. The fact about the lack of entrepreneurial or labour market plans is for their age.
- Though we could suppose, that many of the 15-18 year-old students, who attend technical schools, specialized secondary schools or vocational trainings would start working after finishing school, our results did not confirm this idea. Most members of the target group plan to go on with their studies, and only a few plan to start working or doing business.

Almost nobody from the 14-18 age group is uncertain about the future. We think the reason for this is public education, since the present system does not give them the chance to finish school and start working before the age of 16.

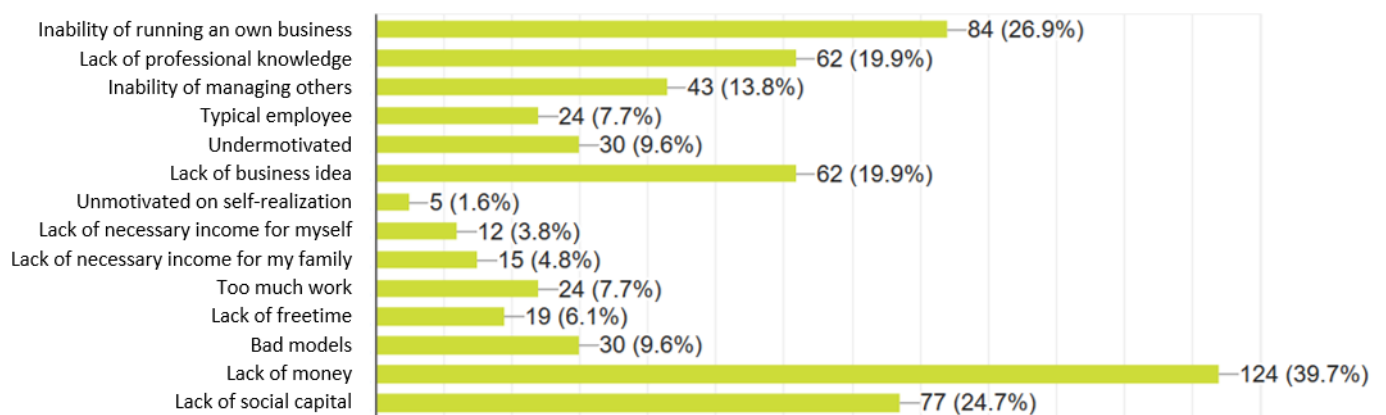
- Many of the 19-24 year-old youngsters plan to enter the labour market within a few years, or a few think of starting their own businesses. The ratio of those who do not have plans in the short run is quite low.

- When we check the diagram of the last age group, we find a very big change composed to the previous ones. Instead of going on with their studies, they plan to start working for a multinational company, and a lot think of establishing a small business. Noticing the fact that the extent of uncertainty increases is very important. Finishing every “must-to-take opportunities” may be the reason for their sudden fears of future.



As follows, we try to identify those factors that incline the youngsters to refuse entrepreneurial way of life. As you can see in the graph, the most important external factor is the lack of money. Internal factors that connect to entrepreneurial competences seem not to be so influential in their life, though there were many responders who chose this alternative. These internal factors are the incompetence, the lack of professional knowledge, the lack of social capital, and the lack of motivation.

We wondered why the lack of business idea was a strong interfering factor of becoming entrepreneur for youngsters. As we will see later on, they characterized themselves as creative people, for what they could think “out of the box”, and find out a good idea, or find somebody with a good idea to be their business partner.



### 4.1.3 Professional skills

Irrespectively of their choice of career, whether becoming entrepreneurs or employees in the future, the need of certain competences (adequate knowledge, skills, attitude, motivation and personality) is unquestionable for the young. The main point is the way how we can help them develop these competences.



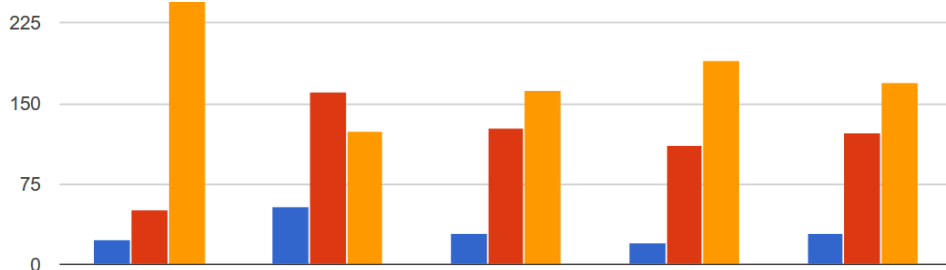
Thanks to the change of the educational system we can state that Hungary moves in the right direction. However, we must ascertain that our country has just stepped on the way of transforming. Teaching entrepreneurial knowledge or developing the necessary skills is still missing from the curriculum in public education. For this reason our students are not prepared well to enter labour market.

The following diagrams inform us about the youngsters' opinion about their available and missing competences.

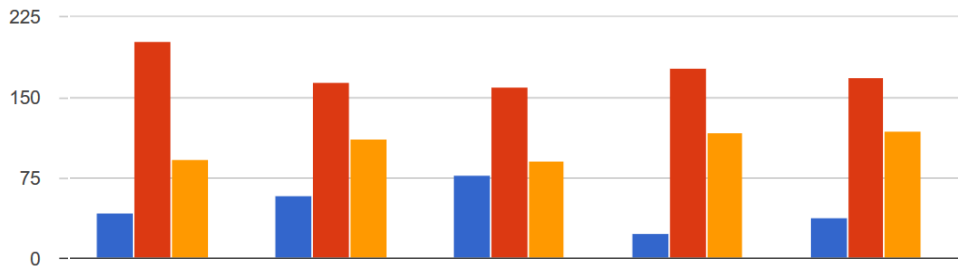
- I possess
- I have to develop
- This item is irrelevant for me

### PROFESSIONAL KNOWLEDGE

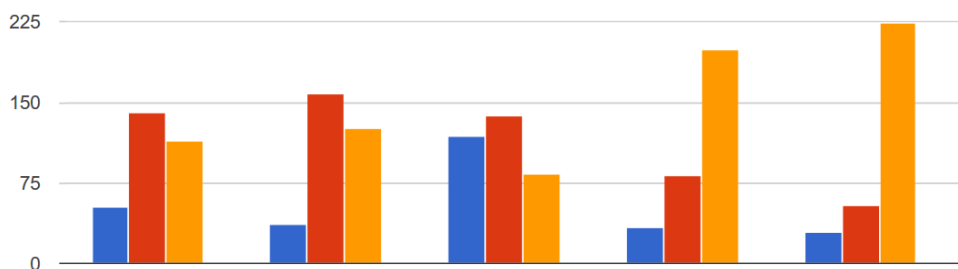
agricultural, commercial, foreign trade, logistics, accounting



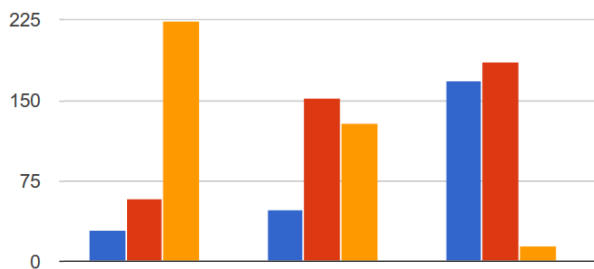
financial, marketing, management, taxation, entrepreneurial



strategy development, legal, informatical, engineering, state administration



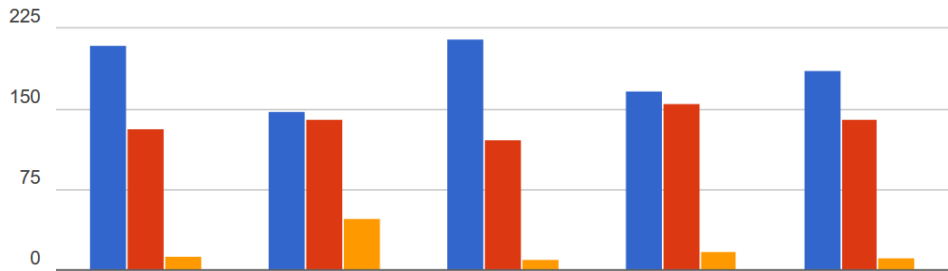
humanities, other, foreign language



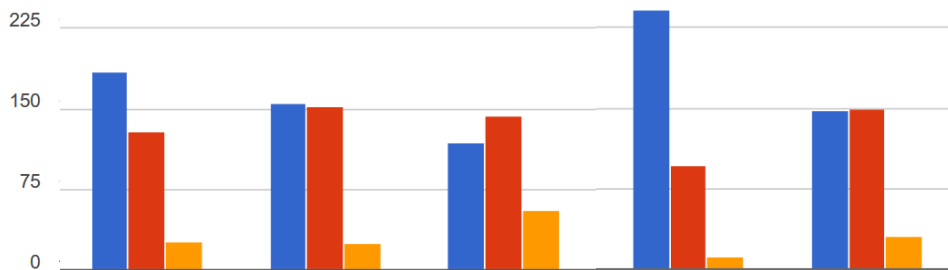
In the field of professional knowledge we found that the youngsters feel lack of economic and entrepreneurial knowledge (including financial, marketing, etc.), and the only highly developed factor is the language.

## PRACTICAL PROFICIENCY AND SKILLS

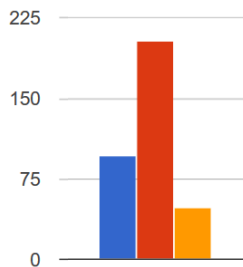
communication, management, problem solving, decision making, conflict management



organizing, initiating, telescoping, teamwork, validate of wills



professional experience

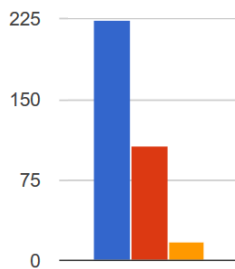


We were surprised when analysing the answers of the students about their available and missing skills. According to their opinion on themselves, with the exception of professional experience and the ability of telescoping, they have all the skills that are needed for entering labor market or business life successfully. What made us surprise is that these skills can mainly

be developed during work or business, but these respondents have just arrived to the beginning of their path of career. Thus, we may suppose, that public education is after all ready to develop these skills, or, we also may think that youngsters do not really know themselves as they have bad self-knowledge.

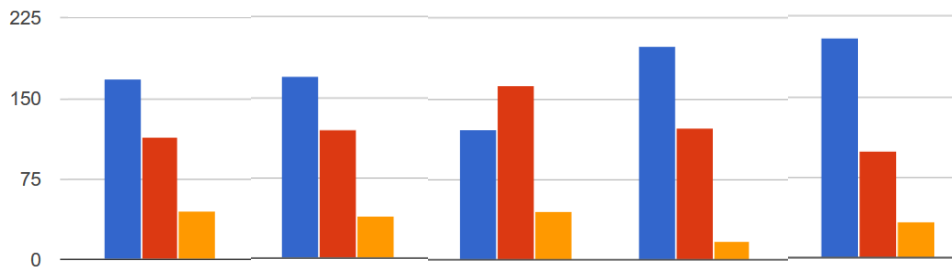
## MOTIVATION

motivation



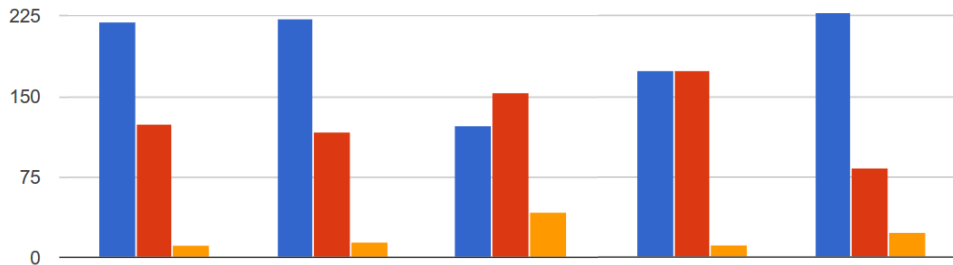
## ATTITUDE

success orientation, performance-orientation, risk-taking, responsibility, ambition

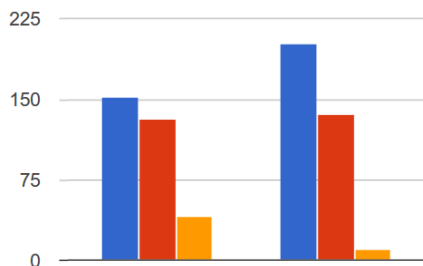


## CHARACTERISTICS

perseverance, creativity, innovativeness, self-confidence, empathy



proactiveness, self-knowledge

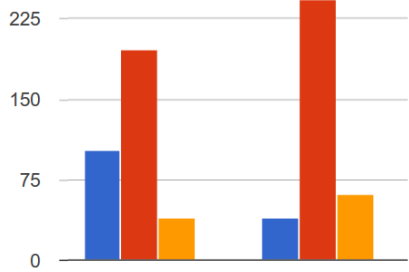


According to the answers, we can state that the members of the 14-29 year-old target group have all the necessary motivation, attitudes and characteristics for being successful employees. However, we question why almost all the stakeholders, who often get in contact with this generation, think just the opposite. When asking them about the young they often emphasized the lack of self-confidence, motivation and persistency.

Understandably, the respondents do not have the necessary financial and social capital for entering labour or entrepreneurial market.

## FURTHER EXTERNAL FACTORS

social capital, financial capital



#### 4.1.4 Generational characteristics

If we want to help youngsters to prepare or train themselves to become entrepreneurs or employees, we have to create policy instruments that base on a substantive knowledge about the target group. Thus, we need to be aware of the characteristics of the members of Y and Z generation.

While analysing the statistical data on generational characteristics, we made two groups from the original four. These are the following:

- Y generation: the ones born between 1982 and 1995 – 19-24 and 25-29 year-old age groups.
- Z generation: the ones born between 1995 and 2010 – 14 and 15-18 year-old age groups.

In the following graphs, we interpret those characteristics, which the respondents think are typical of them. When we collected the items that we examined, we based on former studies and researches (you could read their findings in the above paragraphs). With the help of a 1 to 5 Likert-scale the youngsters had to decide whether the certain item was desperately typical of him or her, or was not.

Despite this method, there were no items with the average value of 5. This can be, because:

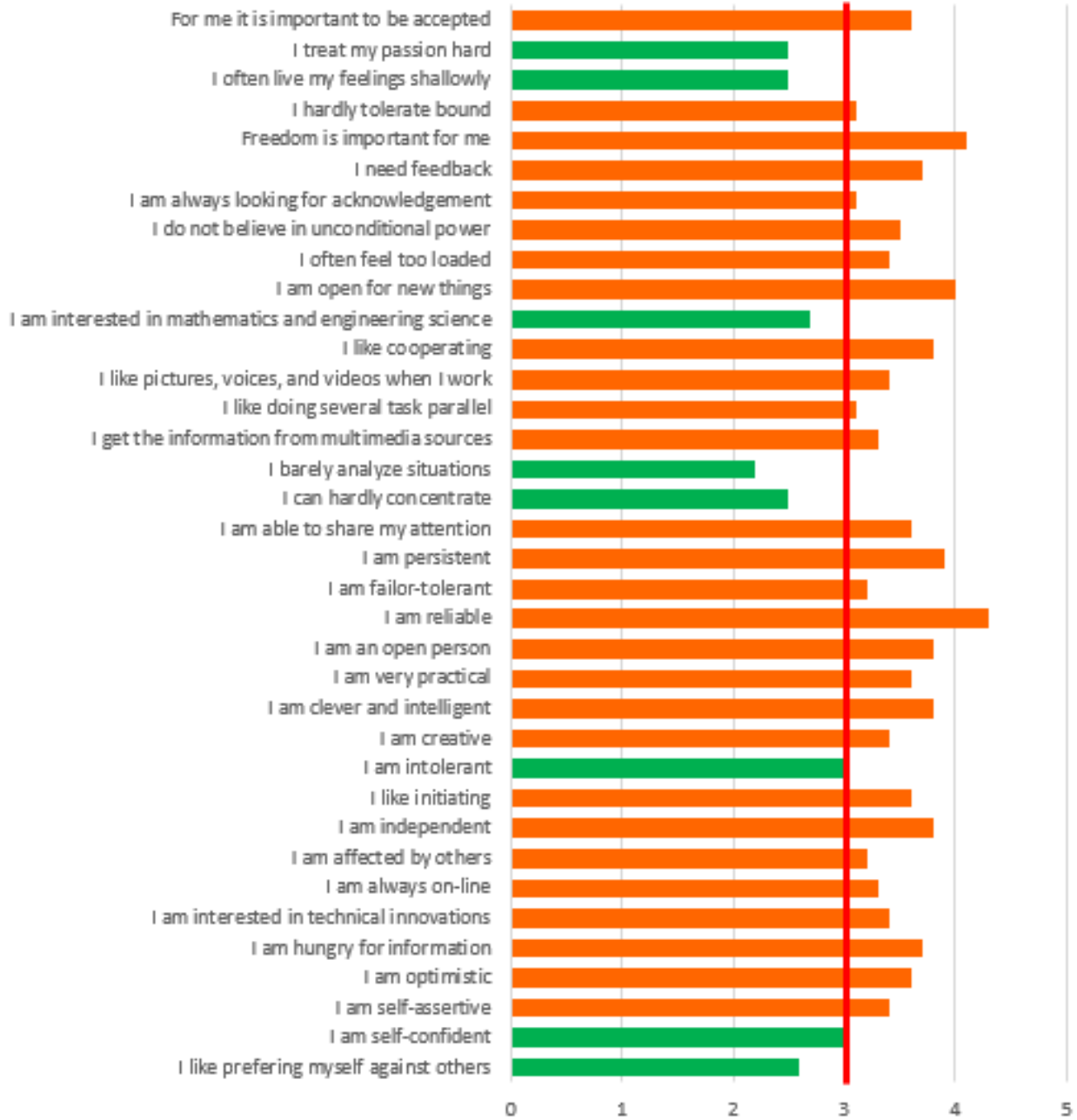


- These studies did not contain the youngsters' opinion about themselves, but the researchers collected what the stakeholders thought of the members of Y and Z generation.
- The youngsters are lack of self-knowledge, or they have bad self-knowledge.
- Sometimes the respondents have an "I want to be like this" attitude instead of "I am like this" attitude while filling in a psychological questionnaire.

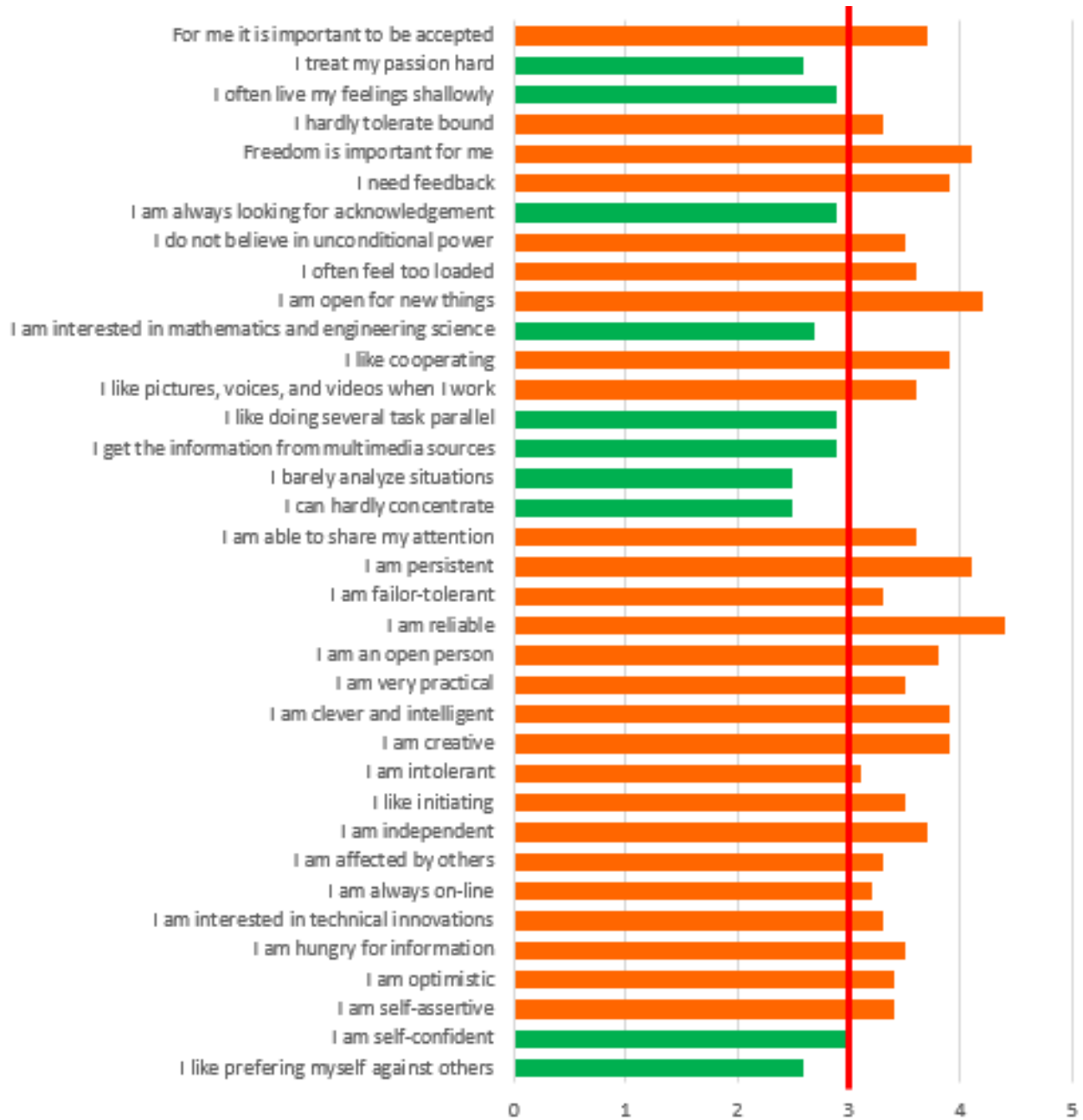
In the graphs we coloured the sign of those factors green, which are not typical of them, and the orange shows the ones they could more or less identify with.

## Characteristics of Y generation





### Characteristics of Z generation



#### 4.1.5 Organizations For Youngsters in Újbuda

##### EDUCATION

###### ELEMENTARY SCHOOLS (7,438 students in 2016)

- Újbudai Ádám Jenő Elementary School
- Gazdagrét- Csikihegyek Elementary School
- Domokos Pál Péter Elementary School
- Lágymányosi Bárdos Lajos Két Tanítási Nyelvű Elementary School and Grammar School
- Bethlen Gábor Elementary School and Grammar School
- Újbudai Bocskai István Elementary School
- Újbudai Grosics Gyula Sport Elementary School
- Farkasréti Elementary School
- Újbudai Gárdonyi Géza Elementary School
- Kelenvölgyi Elementary School
- Őrmezei Elementary School
- Újbudai Petőfi Sándor Elementary School
- Újbudai Teleki Blanka Elementary School

###### SECONDARY SCHOOLS

- Bethlen Gábor Elementary School and Grammar School
- Újbudai József Attila Grammar School
- Weiner Leó Conservatoire and Musical Specialized Secondary School
- Nemes Nagy Ágnes Artistic Specialized Secondary School
- Újbudai Széchenyi István Grammar School
- Budapesti Komplex Szakképzési Centrum Újbudai Special Vocational Training
- International Secondary Grammar School established by BME
- Budai Ciszterci Szent Imre Grammar School
- Kürt Voluntary Grammar School
- Nemes Nagy Ágnes Artistic Specialized Secondary School

- SZÁMALK-Szalézi Specialized Secondary School
- Szent II. János Pál Nursery School, Elementary School and Grammar School
- Szent Margit Grammar School

#### UNIVERSITIES AND COLLEGES

- Budapest University of Technology and Economics
- Szent István University – faculties of Food Science, Horticultural Science, Landscape Architecture And Urbanism
- Gábor Dénes College
- Edutus College
- National University of Public Service – faculties of Political Sciences and Public Administration

#### SOCIAL WELFARE

- **Association of Youngsters from Buda (BFE).** The members of the association organize exhibitions, professional trainings, camps, and cultural programs, which help to increase the public engagement of the young. By organizing common programs they aim to cooperate with international, and trans border Hungarian cultural and professional establishments, and try to contribute the European integration.
- **Cistercian Fraternity Buda Section.** The main aims of the fraternity are supporting alumni, contributing networking among Cistercian alumni, creating a network among Cistercian fraternities, and creating a professional network.
- **„Kópé” Association For Children and Youngsters in the 11<sup>th</sup> District**
- **Association of Parents for Children in the 11th District**

#### LABOUR and ENTREPRENEURSHIP

- **Corporation of Sole Proprietorships in the 11<sup>th</sup> District**

- **„Kürti Erzsébet” Service Club of Youngsters.** In order to save domestic underprivileged youngsters, the Club deals with the following activities: child- and youth-care, child- and youth-advocacy, contribution of equal opportunities for underprivileged people, training and developing underprivileged people at labour market, and contribution of their employment.
- **„Kárpát” National Coalition of Entrepreneurs.** Our organization was established to help individual and family micro and small businesses to form and operate. Due to different market processes, the measure of unemployment, the number of families made impossible, and the number of emptied small places has long been increasing. They try to slow down these processes by networking enterprises in these areas. We want youngsters to believe in the operability of SMEs.

## CULTURE AND SPORTS

- **Photo and Film Club Buda Section**
- **„Szabó Dezső” Club for Youngsters**
- **„Talent” Association for Sport, Free time and Culture**

## RELIGION

- **Christian Club in Albertfalva**
- **Club for Cistercian Scouts**
- **Christian Community in Gazdagrét**
- **Charitable Association of Youngsters**
- **„JIDE” Association of Students of Jesuit Institutions.** The association helps Jesuit students, alumni and scholars to keep in touch and build networks. The members of the association has been organizing „JIDE Salons” for a long time. This is a regular event where participants can listen to different presentations on labour market, career-building, or even starting a family.

- **Hungarian Evangelical Christian Fraternity (MEKDSZ).** MEKDSZ is a Hungarian Christian Student Organization. They are part of IFES (International Fellowship of Evangelical Students) that operates in more than 160 countries. Their vision is students built into communities of disciples, transformed by the gospel and impacting the university, the church and society for the glory of Christ. There is a growing number of international students studying in Hungarian universities. Their aim is to help Christian international students to grow spiritually by connecting them with international churches and student groups as well as to help and equip them to reach out to their non-Christian peers.
- **„Mórus Szent Tamás” Association in Órmező**

#### **4.2 Study of innovatory capacities of the area, and organizations of knowledge-sharing and knowledge management**

##### **Knowledge centres at Budapest University of Technology and Economics**

The University Knowledge Centres are organizations that have no educational function but they implement research and development programmes with high expertise in partnership with the industrial sector.

- Cooperation Research Centre for Biomechanics - [http://www.biomech.bme.hu/index\\_en.html](http://www.biomech.bme.hu/index_en.html)
- BME-AUDI Hungaria K3 Cooperation Research Centre
- Administrative IT Centre - <http://ik.bme.hu/en>
- United Centre of Innovation and Knowledge
- Healthcare Technologies Knowledge Centre - <http://emt.bme.hu/emt/en>
- Inter-University Cooperative Research Centre for Telecommunications and IT
- Innovation and Knowledge Centre of Information Technology - <http://www.it2.bme.hu/en.html>
- Mobile Innovation Centre - <https://mik.bme.hu/en/>
- Innovation Centre for Students

- Vehicle Technologies Knowledge Centre
- Post Graduate Training Centre for Health and Safety at Work
- Research Centre for Autonomous Road Vehicles – <http://recar.bme.hu/eng/>

### **Knowledge Centres at Gábor Dénes College**

- Microsoft Competence Centre

### **Knowledge Centres at Szent István University**

- Tender and Innovation Centre
  - Tender and Project Group
  - Technology and Knowledge-Transfer Group
  - Regional University Knowledge Centre

### **Knowledge Centres at Edutus College**

- Knowledge and Technology Transfer Office

**BME Technology and Knowledge Transfer Office (MTTI)** operates BME VMS, which uses a team mentoring approach with groups of 3 to 4 mentors sitting with the entrepreneur(s) in sessions that provide practical, day-to-day professional advice and coaching. BME VMS mentors are selected for their experience in areas relevant to the needs of new entrepreneurs and for their enthusiasm for the program. BME VMS assistance is given across a broad range of business activity, including product development, marketing, intellectual property law, finance, human resources, and founders issues.

**BME Innovation Lab.** The Innovation Lab is operating as a university start-up incubator supporting early stage, high-growth businesses and ideas from BME faculty, staff, students, alumni and ecosystem. The Lab has been in operation since 2012. This multifunctional place, established in the area of a former machine hall at the middle of the campus, is suitable for the acceptance of a wide range of innovation projects (new ventures, spin-offs, start-ups, and wannabe entrepreneurs). The Innovation Lab aims:

- To up-skill idea-owners to improve new venture creation.
- To facilitate the creation of an entrepreneurial ecosystem within BME and outside.
- To bolster the local business ecosystem and create links between the university and industry.

**Demola-Budapest.** Demola is an internationally recognized and awarded open innovation platform and environment, where multi-disciplinary student teams create new solutions to real problems. BME Innovation Lab is the home of Demola-Budapest. For both students, company mentors and university professors, Demola provides a common framework and an inspiring atmosphere of creative co-creation and new learning environment. At Demola, university students and professors develop product and service demonstrators together with companies and public sector, and create new solutions to real-life problems, business ideas and start-up challenges in multidisciplinary teams. The team projects in 4 months lead to “demos” and prototypes, whose IP is owned by the student teams.

- STEP1 – Project description. Create a project description based on guidance and discussions with Demola facilitators. This description will be the base for a project page to be created on Demola web-service.
- STEP2 – Project kick-off. Demola will find a strong multi-disciplinary team made up of the most talented individuals from partner universities and our international network based on applications. Demola will select the team and arrange an initial meeting to start the project. Students will self-guide the team with guidance and monitoring from Demola facilitators.



- STEP3 – Meetings with the project group. In a successful Demola project, the team is doing regular co-creation work with project partner in weekly or bi-weekly meetings. The project partner offers contextual information and expertise to guide the team when necessary throughout the project. University professors and researchers also support the students who offer feedback and advice to the team as needed.
- STEP4 – Evaluation and further development decision. Project results are owned by the students. The project partner has the chance to evaluate the outcomes of the project. If the project partner sees the results as valuable, they can purchase a license to the results and utilize them for further development.

**Spin-Off Club.** The club was established in 2008. The unconcealed aim of the series of programs is to support the establishing of businesses that – after leaving the university, research institute or large corporation – utilize the knowledge and skills acquired in the original parent company.

**UP! Centre.** The Digital Knowledge Academy Public Benefit Organization is operating in the background of UP! Centre. This donation-based organization aims to develop the digital skills of youngsters while setting up an educational system, which helps the students think critically, deal with digital equipment, and be motivated in self-realization.

**Career Club.** This club trains young people for choice of profession and work.

### 4.3 Introduction of economic operators of the region

To examine and list the economic operators of the region we've chosen to use Quadruple Helix Model. According to the theory standing in the back of the model, we need the cooperation of government, academia, industry and citizens in order to have a working economic system.

- **GOVERNMENT:** almost a decade ago the leader members of the local government were displaced. Thanks to the flexible, up-to-date and people-oriented thinking of the leadership, the region of Újbuda has started to develop both socially and economically.
- **ACADEMIA and INDUSTRY:** there are many primary schools, secondary schools and universities operating in the region. The institutes dealing with 15-18-year-old youngsters started to involve modern facilities (e.g. “clever-board”) and new methodologies (e.g. learning by doing or blended learning) in their teaching processes. Thus, the digital skills of the young generation are developed, and they are much experienced than the members of the former generations were at this age. The Municipality and some (multinational) companies have supported the related initiatives many times in the past few years.

The universities operating in Újbuda, mainly the Technical University of Budapest have become the technological and innovational hub not just in Újbuda, but in whole Budapest as well. For this aim they have founded technology transfer centers, and they have cooperated with multinational companies like IBM, T-Systems, Ericsson, SAP, etc., which supported the initiatives of the university, mentored the motivated students mainly in the field of technology, or organized different competitions for the to-be-employees or to-be-entrepreneurs.

- **CITIZENS:** there are a lot of citizens living, studying, or working in Újbuda. From year to year they are more and more motivated to live their search for identity, and to establish their own enterprises. Thanks to the latest initiatives of the local government and the educational institutes, they get a lot of support (including financial support, mentoring, human capital, etc.).

Although there have been much development in the past few years, the Quadruple Helix does not operate properly in the region of Újbuda. Thus, this is a good field of future initiatives and Action Plans.

#### 4.4 Introduction of the system of council and state institutions

The sphere of action, and thus the tasks of local municipal governments have changed a lot in the recent years. These days they are responsible only for the operation of nurseries and kindergartens, since they have lost the former right to deal with elementary and secondary schools. This change of the system has caused much trouble, since for this reason the colleagues of the local municipal government realized they have neither relationship with the youngsters in Újbuda, nor any policy instruments for youth-care.

Despite of the fact that when we talk about the youth in the context of youth-care we also include undergraduates, the local municipal government of Újbuda could never manage to build substantive relationships with them. It can have many reasons, among others determining the phrase “somebody from Újbuda” is a very difficult task, namely a university student can live and also study here, live here but study somewhere else, or even study here but live somewhere else. Thus, it is also difficult to fix the target group of policy instruments for youth-care in Újbuda.

However, we can be delighted for the fact that the local municipal government of Újbuda has already contracted cooperation agreements with several institutions of higher education, e.g. ELTE, BME, and National University of Public Service. Szent István University of Gödöllő is also going to join the agreements.

Local municipal governments have always been responsible for youth-care, though nobody neither has fixed, nor defined its real meaning. Thus, the authorities had a free hand in choosing which area to affect when creating their policy instruments (sport, education, religion, culture, etc.), and since they were responsible for public education in every level, the choice of education was obvious for them. Now – owe to the changes of the system– they seem to be a bit helpless.

The leaders of the local municipal government of Újbuda agree that Újbuda must have a long-term, operable, and feasible strategy for youth-care, including policy instruments that will come into action within maximum 2 years. It is obvious that no instruments could serve everybody's needs by itself, so when deciding about the area for policy instruments we will have to focus on the different interests of the youngsters. Along these different interests we can motivate them to create communities (religious, sport, business, entrepreneurial, etc.), which could help them not to feel lost in today's fast-moving world.

These policy instruments will operate properly if the local municipal government of Újbuda is committed, and gives all the necessary resources in a long term. What are these resources?

a) *financial resources*

Today, the local municipal government of Újbuda has a special item in its budget for elderly people living in the district. Despite of this fact, they do not have any item separated for the young, so when creating their policy instruments they have to think of projects with low financial resources.

b) *human resources*

For the effective arrangements for youth-care, the local municipal government of Újbuda should employ somebody – even in part-time job – to deal with it. He or she should have the relevant social capital, which could help in contacting the youngsters, the members of the educational institutions, the economic operators and the entrepreneurs in Újbuda, and other local municipal governments. He or she should know the concerning regulations and laws in force, best practices in the field of youth-care, and should have a qualification as youth referee. This could be useful for both the market actors and the colleagues of the local municipal government.

Unfortunately, the local municipal government of Újbuda is for lack of both resources.

The leaders of the program agreed that it is better if the young (from every age group) tell about their needs than the authorities try to find them out. In the latter case, the policy instruments could turn out to be too “governmental”, thus they would not be competent

enough to solve the problems of the young. We should also ask for the support of teachers and educators for they are in everyday connection with the target group.

#### **4.5 Introduction of financial incentive function of councils, analysis of services**

The initiatives of councils have three main goals in general. These are 1) social political (e.g. creating calculable and safe vision of future, developing entrepreneurial culture); 2) economic political (e.g. increase of competitiveness); and 3) employment political aims (e.g. urging self-employment for lower unemployment rate). In order to realize these aims the government offers – among others – many kinds of financial services, as follows:

- Strengthening financial trainings in formal education,
- Producing training guides and information brochures on financial topics,
- Initiating trainings and information programs in cooperation with entrepreneurial organizations,
- Cooperating with organizations of financial mediators,
- Increasing the availability of different financial resources,
- Initiating mediator institutes dealing with entrepreneurial loans,
- Creating a so-called “financial resource map”,
- Supporting the allocation of possible financial resources.

Thanks to the financial support from the EU, the government/Municipality could develop the infrastructure and the technological equipment in many secondary schools in Újbuda. By these initiatives teachers have the opportunity to use up-to-date pedagogic methods during their classes, thus they help to develop digital and entrepreneurial skills of their students.

In the past few years, the Local Government of Újbuda together with Spin-Off Club organized competitions for groups of university students on creating start-up businesses. They finance the winner, and help them realize their business plans. Furthermore, all participants have the opportunity to ask for mentoring services, so that they could improve their business concepts

or business plans, which gives them a possibility to apply for bank loans, to run crowdfunding campaigns, or look for business angels as well.

However, if we compare the possible initiatives listed above to the ones the Municipality realized in practice, we find that there are many fields to be improved.

## **5. IDENTIFICATION OF RELEVANT POLICIES AND LEGISLATION**

### **5.1 General overview of the policy instrument**

The municipality of Újbuda is currently preparing its strategic document related to youth policy on local level. This policy instrument will define the main objectives to be achieved in relation with the exploitation of the local potential of talented youth, ensuring thus the sustainable social and economic development of the district. The main objectives of the policy instrument are:

- Create a favourable environment to encourage the youngsters to settle, live and create in the district.
- Integrate young people into society and making better use of their potential to ensure sustainable growth.
- Create a DYNAMIC LEARNING PROGRAMME (DLP) for motivated young people lacking entrepreneurial skills. By DLP develop entrepreneurial competences such as self-motivation, creativity, opportunity seeking and the ability to cope with uncertainty, because these necessary competences and skills are not sufficiently present at primary, secondary or university level public education systems. Thus, young people could become more creative and self-confident in whatever they undertake.
- Help young people (aged 15-29), in transition from education to the labour market, faced with major career decisions pursue their ideas choosing a creative, innovative path.
- Strengthen the linkages of the municipality to the local actors active in innovation, helping it to act more efficiently in providing the local regulatory and administrative support required by the innovative initiatives.
- Enlarge opportunities available for the youth by establishing and operating the local Innovation Lab. The key building blocks of the Innovation Labs are: 1) entrepreneurial learning and coaching for motivated youth, 2) match-making and mentoring to facilitate the development of ideas to ventures.

- Improve the innovation management framework and to prepare municipalities for facilitating the process, as well as their uptake of social innovation to solve local challenges.

## 5.2 Strengths and weaknesses of the policy instrument

The strengths of the policy instrument are the following:

- **Upgrading existing cooperation mechanisms** between its key target group of quadruple helix actors including local municipalities, as facilitators, along with organisations representing local youth, education, and the business sector to create innovative local support schemes going beyond existing fragmented initiatives taking the form of innovation labs joined in a transnational network.
- **Interweaving innovation and youth entrepreneurship support** will contribute to bridging the gap between education and new generation skills needed for navigating in the changing world of work. Through organic, community based learning programs – dynamic learning package, this **novel support scheme will reach out to the youth**, in particular young people (aged 15-29) in transition from education to the labour market, faced with major career decisions, who are motivated, but inadequately skilled to generate new ideas and take the first steps towards socially responsible, transformative entrepreneurship.
- This **youth focused innovation support process** will ultimately lead to better economic performance, lower brain drain and have a positive impact on the quality of the local working/living environment.
- Building a partnership will guarantee an even performance and delivery across the partnership and ensure that the **project outputs and results are applicable and replicable in the heterogeneous environments** throughout the Danube region.
- The shrinking available financial resources require innovative solutions on the level of **municipalities**, so they **can offer the same or even better services** to the local population.



### 5.3 The influence of the policy instrument

**Újbuda is an outstanding place for innovation:** prominent higher education institutions (e.g. Budapest Technical University) and innovation driven companies are located in the district. Infopark, as the first innovation and technology park of CE, is seated in Újbuda involving companies and organizations such as IBM, Lufthansa Systems, HP, the Hungarian National Office of Innovation and the European Institute of Innovation and Technology.

On the other hand, early entrepreneurs (emerging as a “new” social group in the late 80s during the transition from a socialist to a market economy) are now in the age of retirement there is a strong need to “supply” young entrepreneurs ready for innovation and for taking over the businesses. Exploiting these features and acknowledging the need for promoting entrepreneurship and innovation **Újbuda started cooperating with universities** (as “factories” of skilled young people – Eötvös Loránd University, Budapest University of Technology and Economics, National University of Public Service) **as well as with the business sector** (both large, innovative and small, dynamic companies). It has initiated a number of successful but fragmented support programmes (Start-up Programme; Spin-off club).

## 6. GOOD PRACTISES

### 6.1 GOOD PRACTICE 1 – Spin-Off Club and Start-up Tender for University Students in Újbuda

#### 6.1.1 Background of the good practice example

**Problems before implementation:** There have been moderate participation in many of the previous student entrepreneurial idea-competitions. When this was explained, one of the most important problems was the specialization of universities. Due to the specialization, students at the University of Economics had business knowledge and willingness for doing business, but they did not have a product or service idea. Parallel, students at the University of Technology had an idea but neither had business sense, nor expertise.

**Preparation:** A three-times-announced spin-off competition for university students, launched by the Small-Business Development Centre at Corvinus University of Budapest, was the forerunner of the Club. The Club was created to overcome the practical problems experienced that time.

**Project objectives and purposes:** The unconcealed aim of the series of programs is to support the establishing of businesses that – after leaving the university, research institute or large corporation – utilize the knowledge and skills acquired in the original parent company. For this aim they are trying to give them all the knowledge of doing business, since universities are usually dealing with them tangentially. Processed topics, entrepreneurial skills development, and occasionally business support, all help the participants realize their dreams.

**Project beneficiaries:** Since the club is of interuniversitas character, it was set up for university and college students. Its guests are known and more or less known domestic entrepreneurs, doing small or medium sized businesses. Sometimes these guests become supporters of young entrepreneurs.

### 6.1.2 Implementation of the good practice example

**Project activities:** Students from different universities of Budapest meet frequently in the club. The series of programs consists of two kinds of event. Beyond meeting famous and successful entrepreneurs, they can participate in lectures about tips and tricks of doing business. If any of the students feels like doing his or her own business, they can ask for personal help from the mentors. In the past few years, the Local Government of Újbuda together with Spin-Off Club organized competitions for groups of university students on creating start-up businesses. They finance the winner, and help them realize their business plan.

**Management:** Small Business Development Centre in Corvinus University of Budapest, Association for Increasing Young Enterprises (IVE), Local Government of Újbuda

**Monitoring and evaluation system:** *not applicable*

**Obstacles and problems:** In the first years, the main problem was involving the students in the programs, because originally the events were held twice a week, in the evening, so dealing with the free time was hard for the students. Furthermore, an elderly professor operated the club, who was very enthusiastic, but who could not understand the members of the young generation. He had a huge social capital of Hungarian businessmen, but since they were also from his age, the students haven't heard about them before. After the three-year-long period of support was over, financing the club also caused, and causes even today some trouble.

**Problem solving practices:** Two young men started to operate the club. They invited well-known entrepreneurs to the events, and made many advertisements, so that students started to take interest in Spin-Off Club. They also analysed the members of the club, and recognized that most students came from University of Technology. Therefore, they decided to move the Club close to that institute. Today they finance the club with tenders.

**Innovative elements and novel approaches:** The interuniversitas character of the club.

### 6.1.3 Transferability and lesson learnt

**Evaluation results:** The club has just finished its 18<sup>th</sup> successful semester.

**Lessons learnt:** When organizing an event for students, we have to be very emphatic, so that we could find out what and how they liked, what they were interested in.

**Success factors:** Famous entrepreneurs, youthful spirit, central location all helped to operate the club successfully.

**Transferability:** In our opinion, the whole thematic of the club (lectures, mentor support for young entrepreneurs, etc.) can easily be transferred into any regions. The base of the club is the university department in the background, but it may be replaced by good social capital to the institutes.

## 6.2 GOOD PRACTICE 2 – BME Venture Mentoring Service program with DEMOLA

### 6.2.1 Background of the good practice example

**Problems before implementation:** Technology transfer at BME (Budapest University of Technology and Economics).

**Preparation:** The main task of MTTI (the Budapest University of Technology and Economics' organizational unit for knowledge transfers) is to set up an efficient portfolio of services for supporting the utilization of intellectual products created at the University, coordinate the acquisition of Intellectual Property Rights and manage the protection and utilization of intellectual products (licences, spin-off ventures).

**Project objectives and purposes:** One of the incubator services is BME Venture Mentoring Service (BME VMS) modelled by MIT. It supports innovation and entrepreneurial activity

throughout the BME community and beyond by matching both prospective and experienced entrepreneurs with skilled volunteer mentors. The service has joined DEMOLA.

**Project beneficiaries:** Students and lecturers of BME.

### 6.2.2 Implementation of the good practice example

**Project activities:** The team can help you develop business opportunities, obtain resources, find a commercial partner, manage contracts and provide business support from proof of concept to exit. So whether you have an idea that's still germinating, expertise to share with organisations, have created intellectual property (IP) that needs protecting, or you are ready to start a company and get your ideas to market, they're here to help you achieve success. Their mission is to facilitate the commercialization of intellectual property generated by BME faculty, staff and students. This serves the public good by advancing knowledge, by creating new and useful products and services, and by promoting economic development via start-up ventures. To support their mission, they:

- Educate researchers, students and the community on entrepreneurship, intellectual property and technology commercialization matters.
- Help students and staff commercialise their ideas and share knowledge gained from research or studies.
- Can help you develop business opportunities, obtain resources, find a commercial partner, manage contracts and provide business support from proof of concept to exit.
- Identify and protect marketable BME inventions and intellectual property.
- Assure compliance with Regulation for intellectual property.
- Research and evaluate technology markets, competitive technologies and competitors.
- Market technologies to existing companies.
- Negotiate license agreements for intellectual property to realize its commercial value.
- Monitor existing licenses for milestone, financial and other compliance.
- Support faculty and students in the creation of start-up companies by assisting with business plans, teaming, company formation, introductions to investors, venture pitch creation and refinement, etc.

- Create a culture of entrepreneurship within the University through our many events, programs and relationships with local and international organizations.

**Management:** BME Technology and Knowledge Transfer Office (MTTI), BME Innovation Lab, DEMOLA-Budapest, Technopolitan Zrt.

**Monitoring and evaluation system:** *not available*

**Obstacles and problems:** *not available*

**Problem solving practices:** *not available*

**Innovative elements and novel approaches:** the method of DEMOLA projects (see in Appendix), entrepreneurial university.

### 6.2.3 Transferability and lesson learnt

**Evaluation results:** *not available*

**Lessons learnt:** *not available*

**Success factors:** *not available*

**Transferability:** The program is based on DEMOLA project systems. DEMOLA is an internationally recognized and awarded open innovation platform and environment, so implementing its system is a real opportunity for every regions taking part in the project.

## 6.3 GOOD PRACTICE 3 – ELTE Innovative Student Idea Competition

### 6.3.1 Background of the good practice example

**Problems before implementation:** Transforming the students' and PhD students' ideas, coming from any field of science, into a useful and marketable solution for the society, was a hard task in the past at Eötvös Loránd University (ELTE). These ideas may be technological developments in the field of IT or natural sciences, practical applications of new research results in the field of sociology, social policy, economics or humanities, including innovative teaching methods.

**Preparation:** *not available*

**Project objectives and purposes:** ELTE invites its tender for the students in the graduate and postgraduate courses, which aims to provide financial and professional support to the launch of an innovative project based on their own ideas.

**Project beneficiaries:** Students of ELTE.

### 6.3.2 Implementation of the good practice example

**Project activities:** Individuals and teams can also hand in their applications, if the student or most of the students have student status at ELTE. Any of the lecturers can join the team. If the idea is considered to be a feasible business opportunity, the applicant(s) and the project will be supported both financially and professionally.

**Management:** Innovation Centre at Eötvös Loránd University

**Monitoring and evaluation system:** ELTE Innovative Student Idea Competition is an annual contest aimed at providing funding, support, and encouragement to interdisciplinary teams of university students who have innovative ideas. The idea contest supports students at the very early stages of developing their ideas. The contest challenges students to step outside of their traditional university-based academic work and use their education on problems important to them. The competition is organised and managed by ELTE Centre for Innovation. The evaluation and judging procedure of entries consist of two levels. First, a team of experts of ELTE Centre for Innovation review, pre-select and score all entries. Several criteria are

considered for shortlisting, with innovatory, applicability, feasibility and portability as primary considerations. Then the top entries are invited to pitch their idea in a final competition before a panel of judges (representatives of financial investors, innovation associations, and university experts) constituting the second step of the process. During the final competition, the judges vote on the best ideas.

**Obstacles and problems:** Motivating non-business students to generate innovative ideas requires special approach because they have typically no background knowledge and little interest in economics. Those multidisciplinary universities, which have no business faculties, face an additional challenge in motivating their students to be more innovative.

Non-business students with limited economic education also face problems in turning their innovative ideas into a profitable business plan. Often, students who compete have never entered an innovation contest or written a real-world proposal or business plan before.

**Problem solving practices:** The Centre for Innovation has successfully delivered an EEA Grants project, resulting in the development of a new „Start-up ELTE-seknek” course, aiming to give useable knowledge in the field of innovation-management and entrepreneurship for non-business students. The course is a proposed „first step” for ELTE students to start their own business. Through training and mentoring, students develop the skills necessary to plan, launch and manage for success, including critical thinking, market analysis, team-building and presentation skills.

**Innovative elements and novel approaches:** Our experience shows that students at ELTE have many ideas but little knowledge of how to innovate and start a business. This mind-set cannot be taught in a traditional, lecture-like way – they have to experience it. The idea generation process can successfully be combined with a „start-up” course at ELTE in order to turn ideas into business. The virtual learning platform helps non-business students to develop basic entrepreneurial knowledge and teamwork competencies. This is done by simulating the start-up phase of business development from idea to first business concept.



### 6.3.3 Transferability and lesson learnt

**Evaluation results:** By leveraging the creativity of students and the power of competition to drive innovation, the innovative idea contest creates lasting, positive and impactful change, empowering a new generation of innovators at ELTE. Since its founding in 2006, the idea generation competition has inspired innovative and high-impact student-led projects aimed at solving problems that matter to this generation. Many of the winners have successfully built up and run their own start-up business since then.

The rate of applications is raising every year but the number of competitors is still can be considered a bit low compared to the total number of students. Multidisciplinary approach on developing innovative ideas should be mixed with gamification elements and flow experience to help break down barriers towards economics in non-business students and open their mind more to innovation.

#### Lessons learnt:

- *Past competition winners make excellent brand ambassadors:* the Centre of Innovation was able to work with many talented student groups in the past 11 years in the framework of the action. As the pool of winning ventures grows with each year, this resource becomes more and more useful in drawing interest and participation.
- *Business trainings are beneficial to participants:* those applicants who already had some business studies (e.g. „Start-up ELTE-seknek” course) before the competition, have submitted a better prepared project-idea and also delivered a higher level of pitch, compared to other students.
- *Involving practitioner judges improves quality of the event:* In 2017, the Centre for Innovation had 2 business-sector companies to support the competition. This proved an attractive selling point to those deciding to entire the competition. On the day of the second round (pitch), these judges also gave valuable feedback to the finalist teams.

**Success factors:** In education and training, a new driver and support for university spin-off enterprises and start-up business academies are needed. To create an enabling environment, we must ensure personal knowledge transfer, social networking and awareness raising, as well

as strengthen bottom-up (grassroots) actions. The feedbacks and the increasing number of participants of the idea competition show that the direction is good, and, step by step, a new culture and attitude can form among university commoners—lecturers, researchers and students – at ELTE to support creativity, business thinking and innovation.

**Transferability:** Given the right combination of academic, professional and financial support, it is possible for the moderately sized universities with relevant level of student innovation ecosystem to design and host a similar idea competition.

## 6.4 GOOD PRACTICE 4 – “TÁMOP” 3.1.4 mentor program and competence-based education

### 6.4.1 Background of the good practice example

**Problems before implementation:** People often criticize the institutions operating in the field of public education for not being able to deal with the difference and uniqueness of their students. Therefore, the importance of differential training and customized treatment has come to the front. Furthermore, the concept of competence-based curriculum has also become widespread, so educational institutes have to fall into line with it.

**Preparation:** “TÁMOP” tender (Social Renewal Program financed by EU)

**Project objectives and purposes:** The aims of the tender are:

- Widespread extension of competence-based educational methods and tools,
- Modernization of the educators’ methodological culture,
- Customized development and strengthening of the students’ skills and key-competences,
- Reduction of existing selective effects,
- Realizing equal access and opportunities in the field of public education.

Further aim of the tender is setting up institutions (both nursery schools, elementary and secondary schools), which hold the same opinions on educational principles, and base their

pedagogic practice on one another. Their educational principles base on the competences that serve:

- Stable moral values,
- Creative lifestyle,
- Life-long learning,
- Successful social integration.

**Project beneficiaries:** 3-18 year-old children.

#### 6.4.2 Implementation of the good practice example

**Project activities:** Using digital equipment in education and creating competence-based curriculum is the requirement of both the labour-market, the parents and the students. Answering this need, the teachers have created a so-called competence-based “idea-basket”, which contains 10 syllabus, a teaching manual with detailed description of appropriate methods, and many worksheets.

Instead of class masters, this school operates with the help of teachers, responsible for a whole grade. These teachers have less lessons a week, so they have more time to keep in touch with the students, their parents, or even the colleagues. They have prominent role in developing personality and self-knowledge, and as mentors, they help students to spend their free time usefully. These teachers do not keep lessons to the students they are responsible for.

**Management:** Local Government of Újbuda, Bethlen Gábor Elementary School and Grammar School in cooperation with Kincskereső and Keveháza collaborate schools, Palánták Nursery School, Keveháza Nursery School.

**Monitoring and evaluation system:** *not available*

**Obstacles and problems:** *not available*

**Problem solving practices:** *not available*

**Innovative elements and novel approaches:** Developing competences while focusing not only on knowledge-transfer and professional experience, but also on attitudes, motivation and personality in public education.

### 6.4.3 Transferability and lesson learnt

**Evaluation results:** Thank to their system of teachers, responsible for the grade, in 2016 they got the award “Reference-institute”.

**Lessons learnt:** *not available*

**Success factors:** *not available*

**Transferability:** *not available*

## 6.5 GOOD PRACTICE 5 – Smart School Program

### 6.5.1 Background of the good practice example

**Problems before implementation:** The ability of using IT equipment has become a basic requirement when filling in even the simplest manual work. If we want to give our kids the chance to get on in life, we have to prepare them for the necessary skills. These skills are called “digital literacy”.

**Preparation:** Studies on mainstream pedagogic tendencies.

**Project objectives and purposes:** The Hungarian Government accepted the so-called Digital Educational Strategy (DOS) in September 2016. This strategy aims to ensure the opportunity of developing the basic digital competences for children in public education at all ages.

**Project beneficiaries:** DOS covers the following areas:

- Equipping educational institutes with the necessary digital tools,
- Training of teachers,
- Developing digital educational contents,
- Monitoring and administration.

## 6.5.2 Implementation of the good practice example

**Project activities:** The Local Government of Újbuda had been operating its program for 3 years, when the Hungarian Government accepted DOS in 2016. Within the framework of Smart School program, the colleagues of Újbuda Smart 11 Non-profit Ltd. started developing the technical infrastructure (increasing internet-bandwidth, replacing all computers, etc.), creating digital intelligent classrooms (interactive LFD-boards, tablets, different educational software), producing high-quality digital curricula, and training teachers.

**Management:** Local Government of Újbuda, Újbuda Smart 11 Non-profit Ltd.

**Monitoring and evaluation system:** *not applicable*

**Obstacles and problems:** In the first time, the main problem was that nobody trained the teachers for using “intelligent classrooms”. For this reason, the teachers were not able to keep their lessons, so they had aversion about the goodness of this program.

**Problem solving practices:** Within the framework of Smart School program, “intelligent classrooms” were created, teachers were trained, and many digital curricula were produced.

**Innovative elements and novel approaches:** Developing digital literacy with the help of intelligent classrooms.

### 6.5.3 Transferability and lesson learnt

**Evaluation results:** Thank to the Smart School program and the intelligent classrooms, around 1,500 students have the opportunity to develop their digital skills while studying several kinds of subjects.

**Lessons learnt:** *not available*

**Success factors:** *not available*

**Transferability:** The complete Smart School program can be transferred if we ensure the necessary financial support.

## 6.6 GOOD PRACTICE 6 – MVM Edison Light Up!

### 6.6.1 Background of the good practice example

**Problems before implementation:** Sustainable development and energy-savingness have long been important areas of researches in the field of science and technology. Many companies have realized the fact that youngsters are often more creative and open-minded than adults, thus it is worth building on them while creating new and innovative products.

**Preparation:** *not applicable*

**Project objectives and purposes:** The main aim is to find the energetic innovation of the future. Within the framework of Edison Light Up! Project, the focus was on:

- Finding the plans of creative energetic innovations, which may have significant effect on the society and economy,

- Building up a special start up ecosystem, which is able to incubate those innovative business ideas, that are connected with energy, energy awareness, hardware and software development in the field of education, and sustainable design,
- Training and mentoring for the success of knowledge-transfer.

**Project beneficiaries:** inventors, Hungarian Electricity Private Limited Company (MVM), society.

## 6.6.2 Implementation of the good practice example

**Project activities:** The first step of the program was MVM Edison Light Up! Tender and competition. The professional partner of the program is IBM, which helps domestic energetic innovations reach international quality and enter foreign markets with its special professional services. The winners have the chance to realize their business ideas within the framework of an innovation programme. Students could hold in applications in four categories:

- GENERAL ENERGY GENERATION AND USAGE – smart energy, smart grids, renewable energy.
- PERSONAL/HOUSEHOLD ENERGY GENERATION AND USAGE – smart home, homes are operated by electronic devices, intelligent feedback.
- OFFICE/INDUSTRY ENERGY GENERATION AND USAGE – renewable energy, dynamic power consumption.
- PUBLIC/CITY ENERGY GENERATION AND USAGE – smart mobility, electric vehicle charging.

The tenders were examined and filtered out. In the first round the jury chose 12 tenders, which got a one-million-forint support (around 3,200 EUR) each, and got into the second round. In the second round the applicants kept a presentation on their business ideas. The best 4 projects received a maximum fifty-million-forint support (160,000 EUR) as seed-capital and a chance for incubating/accelerating services.

**Management:** Hungarian Electricity Private Limited Company (MVM), IBM

**Monitoring and evaluation system:** *not available*

**Obstacles and problems:** *not available*

**Problem solving practices:** *not available*

**Innovative elements and novel approaches:** A state-owned multinational company supports and manages a business project, which is prominently useful for the society in many aspects.

### 6.6.3 Transferability and lesson learnt

**Evaluation results:** 4 winning tenders, around 200 million forints (640,000 EUR) as seed capital.

**Lessons learnt:** *not available*

**Success factors:** *not available*

**Transferability:** The complete Light Up! Program can be transferred if we ensure the necessary financial support.

## 6.7 GOOD PRACTICE 7 – BossConnect Program

### 6.7.1 Background of the good practice example

**Problems before implementation:** Young entrepreneurs are not experienced and skilled enough to establish and run successful businesses.

**Preparation:** FIVOSZ (Young Entrepreneurs Association Hungary) has researched Hungarian youngsters. They examined the factors that could help them establish and run their own



businesses successfully, and those tools that could increase their willingness of becoming entrepreneurs.

**Project objectives and purposes:** Organizers of the so-called Mentor Program set the objective to make mentoring support of young people (especially junior managers) – as a well-known and important factor of economic competitiveness – part of the Hungarian corporate culture. Jointly with FIVOSZ their program started in 2014. Their social goal is – by knowledge transfer between generations – the following:

- Increase success and viability of start-up businesses and personal career by effective development of modern (corporate, international) management know-how in the domestic SME sector; and by strengthening national network of business relationships (facilitate interest of domestic market players in a more organized way);
- Reduce unemployment by self-employment and job creation;
- Stop migration of young people by developing domestic business opportunities;
- Support young people in personal fulfilment, to have above average, for society useful career and to show them personal examples of a modern and effective life management methods;
- Provide teaching experiences for leaders with valuable life experiences.

Their mission is to strengthen macro-economy by boosting new business ideas and expanding established businesses, making the best of the potential synergy between decision-makers. BossConnect has two main objectives: the first is to provide opportunity for private persons to create investments and income relying on their gained experiences and connections. On the other hand, BossConnect aims to catalyse the development of companies by market acquisitions (primarily for mature companies) or by mediating professional and financial investors (for start-up members).

**Project beneficiaries:** Advantages of the program for young people:

- Access to valuable know-how and aspects, which – from others sources such as school, friends, employees, business partners etc.- would not be available for them;

- Increase business success and profitability;
- Provide personal development opportunities;
- New contacts (by mentors).

Benefits of participation as a mentor:

- Self-realization and fulfilment by teaching and knowledge transfer;
- Personal development in the field of empathy and coaching skills;
- Meeting precious young people (providing future collaboration opportunities);
- New contacts (with other mentors).

## 6.7.2 Implementation of the good practice example

**Project activities:** Mentor Program offers mentoring advices for two generations:

- For fresh graduates (about 23-35 years) supported by middle-aged and senior managers;
- For entrepreneurs and managers and entrepreneurs in the middle of their career (about 35 to 45 years old) supported by senior business owners and senior managers.

During the program participants work together in a “master-student” way. Mentors – as personal consultants – support their mentees giving them business or career advices and promoting their personal development. The mentor-mentee co-operation means regular consultation personally (monthly 1-2 hours) as well as via telephone / mail and / social media. The co-operation is at least for a half a year, but it can be extended if requested. It is worthwhile to develop multi-year, long-term cooperation.

**Management:** FIVOSZ, Óbuda University, and directors, managers and experts of multinational companies, which take part in the program as mentors.

**Monitoring and evaluation system:** The program measures the effectiveness of the mentor-mentee cooperation as it is defined in “Mentoring rating”. The internal evaluation aims to:

- Provide objective feedback to the participants, supporting their personal development in the mentoring co-operation process;
- Provide clues to the founders, supporters and the general public regarding the success of the program;
- Be a baseline for recognition of best mentors and mentees;
- Provide information and suggestions for further development of the Mentor Program;
- Identify the most successful co-operations, which merit further support by BossConnect and sponsors.

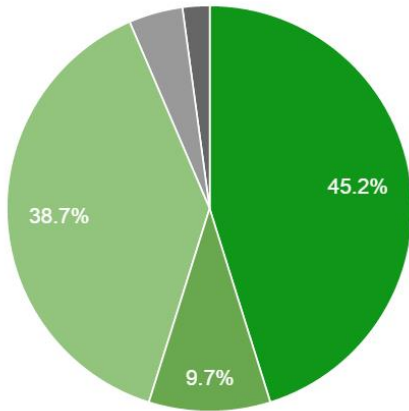
**Obstacles and problems:** *not available*

**Problem solving practices:** *not available*

**Innovative elements and novel approaches:** The methodological framework is based on the “Mentoring Methodology,” which ensures the best professional practices of the co-operation for both parties.

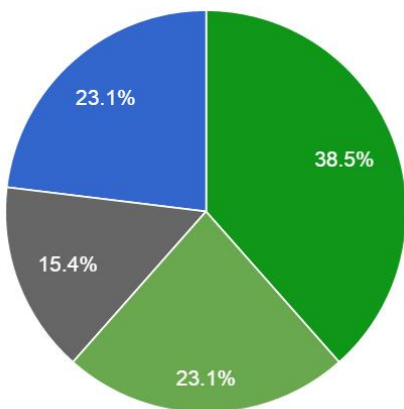
### 6.7.3 Transferability and lesson learnt

**Evaluation results:** Mentees were asked how much the contribution of the mentor could increase the value (income + stability) of their company. According to their answers the goodwill of the firms was extended by 30.4% on average, and the value produced by the mentors in half a year was 109 million forints (350,000 EUR) altogether. Thus the result that 92% of the mentees were satisfied with the mentor process is not really surprising. Furthermore, around half of them thought they had got significantly more than they had expected before.



- The project gave me significantly more than I expected
- The project gave me a bit more than I expected
- I got exactly what I expected
- I got a bit less than I expected
- The project gave me significantly less than I expected

61.6% of the mentees, who took part in the project to find their way in the future, could find a new job. 62.5% of them found a job as an employee, and 37.5% started his or her own business.



- I could find a new job as an employee
- I could find a new job as an entrepreneur
- I could not find a new job, although I wanted to
- I did not want to find a new job

The mentees could not have realized such good results if they had not become more emphatic, determined, self-confident, authoritative, and if their professional and business skills had not been developed in the process. They have become better leaders, managers, and entrepreneurs.

**Lessons learnt:** *not available*

**Success factors:** *not available*

**Transferability:** If there are supportive, experienced and skilled company leaders in the region, the concept of the project can easily be transferred.

## 6.8 GOOD PRACTICE 8 – Career Club Újbuda

### 6.8.1 Background of the good practice example

**Problems before implementation:** The newly established Career Club helps youngsters in the choice of profession, because a research showed that they often have problems with answering such questions as “*How can I get a job?*” or “*What kind of forms of employment exist?*”.

**Preparation:** Thank to a research they got to know the aspects of the future, in which youngsters are doubtful. These aspects are the choice of profession, the opportunities for employees and entrepreneurs, and the institute or organization where they can ask for advice.

**Project objectives and purposes:** The aim of the Club is training young people for choice of profession and work.

**Project beneficiaries:** Career-starters.

### 6.8.2 Implementation of the good practice example

**Project activities:** In order to realize their aims, they organize events once in every two weeks. During their meetings they present those colourful and inspirative opportunities, which the young can choose from. The representatives of different professions tell their stories about their experiences (how to advance in the career, what were the success factors, what made success difficult, etc.), so the attendants can get to know the real state of labour market. When deciding who to invite to present, they try to focus on special, unique jobs, or try to invite well-

known people, artists, or somebody from public life. Thus, the attendants face the fact these presenters started their career right from where the youngsters are at the moment. To introduce the different types of employment they often invite HR specialists to the club.

**Management:** Spin-Off Club, Ifjúsági Vállalkozásélénkítő Egyesület (Association for Increasing Young Enterprises)

**Monitoring and evaluation system:** *not applicable*

**Obstacles and problems:** *not available*

**Problem solving practices:** *not available*

**Innovative elements and novel approaches:** The club is a common forum for successful domestic entrepreneurs, employees and uncertain career-starters.

### 6.8.3 Transferability and lesson learnt

**Evaluation results:** *not available*

**Lessons learnt:** *not available*

**Success factors:** *not available*

**Transferability:** If there are supportive, experienced and skilled *young* company leaders in the region, the concept of the project can easily be transferred.

## 7. CONCLUSION

Basing on our results, we have the following suggestions on future youth-care policy instruments.

- Mentor program
- Models
- Failure conferences
- European dream
- Camping
- Idea-engineering
- Shadow program
- Professional experiences
- Self-knowledge and self-esteem development
- Parent support
- Újbuda employ Újbuda
- Youth traditions
- Festivals
- Sport events
- Excursion
- Youth club
- Visiting entrepreneurs
- Competitions
- Active summer
- Social work
- Student Olympic