

## Reopening futures of remote, depopulating Alpine areas – the pilot project ALPJOBS



# Anticipation 2019

*ALPJOB*S - Anticipate Future Jobs on Alpine Remote Areas

Project aim:

**identifying future job profiles**, which have the potential to induce young people to stay in or to return to Alpine rural areas.

5 Project partners → 5 study areas → 5 local groups of stakeholders

Leader partner



Plattform **LAND**  
Piattaforma per il rurale



**umweltbundesamt**<sup>U</sup>  
ENVIRONMENT AGENCY AUSTRIA

**SKOPÍA**  
ANTICIPATION SERVICES®

Contracted as Futurists and Facilitators

# Anticipation 2019



...Alpine Remote Areas





## *ALPJOB*S - Anticipate Future Jobs on Alpine Remote Areas

Objectives/questions:

how to involve local people (young and interest groups) in developing local sustainable innovations

**→ Look at possible futures and identify the desirable ones by local communities!**

how formal/non-formal/informal education could match competences required within year 2030

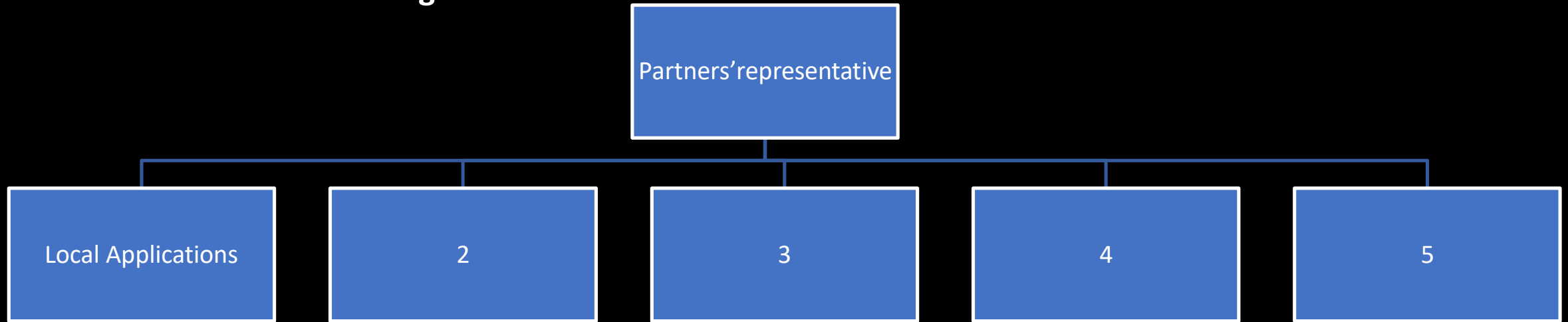
**→ Look at coming changes!**

how to promote the anticipatory governance in establishing and maintaining in the future attractive job opportunities within Alpine remote regions

**→ Let's practice anticipation – “futures exercise”**

## Futures literacy development By a multiple level approach

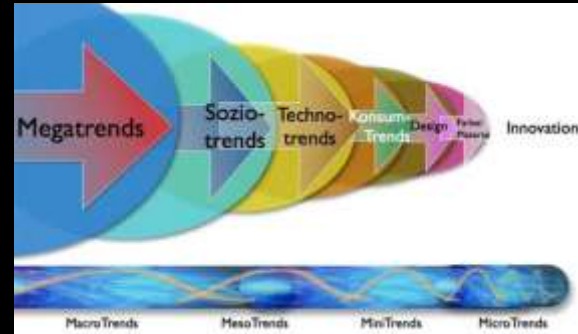
**4 training modules**



**Local experimentations by partners  
involving local communities (in local language)**

# 1<sup>st</sup> Training module

## Data collection, local trend analysis



- demographic dynamics
- aging
- urbanization of the population
- mobility
- differences between generations
- climate change

## Strategic interviews

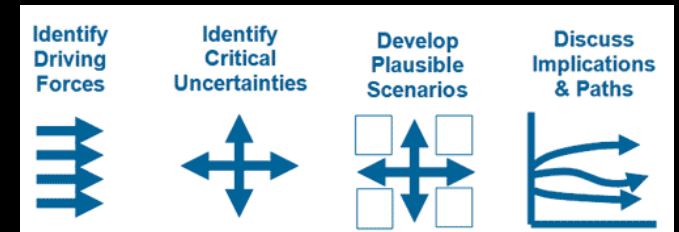
Racliffe, 2002



- Issues
- Fears
- Expectations
- Changes to be introduced
- Key lessons and events from the past
- Main limits
- Priority decisions

# 2<sup>nd</sup> Training module

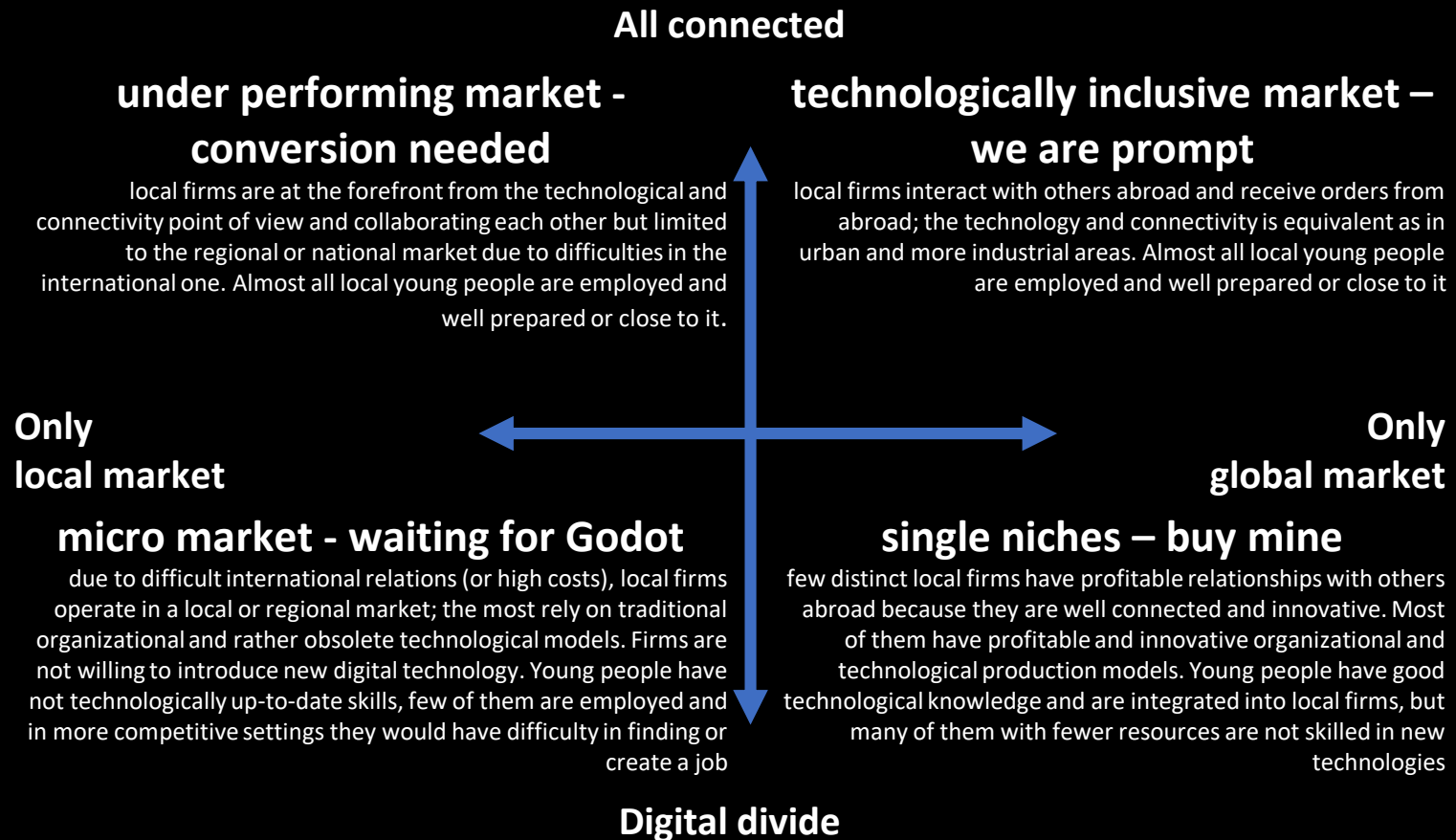
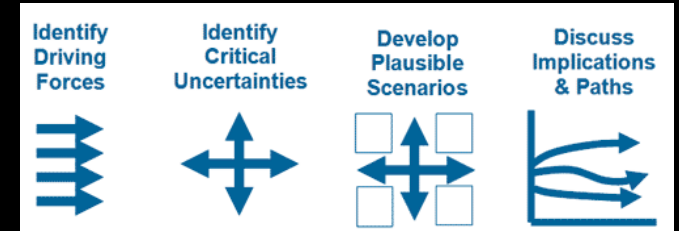
## Exploration of local relevant uncertainties (elements of Scenario Planning)



	Murau (EAA)	Valsugana e Tesino (FEM)	Kungota-Maribor (KGZS)	Vinschgau (PL)	Bregaglia/ Val M./Valp. (PoP)
(truly) Uncertain	<ul style="list-style-type: none"> <li>• Local Politics</li> <li>• International Relations</li> <li>• Connecting Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Local Politics</li> <li>• Connecting Technologies</li> <li>• International Relations</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Change (Food Production)</li> <li>• International Relations</li> <li>• Connecting Technologies</li> </ul>	<ul style="list-style-type: none"> <li>• Connecting Technologies</li> <li>• International Relations</li> </ul>	<ul style="list-style-type: none"> <li>• Local Politics</li> <li>• Connecting Technologies</li> <li>• International Relations</li> <li>• Sustainability Issues</li> </ul>
Locally critical uncertainties	<ul style="list-style-type: none"> <li>• Local Politics &amp; International Relations</li> </ul>	<ul style="list-style-type: none"> <li>• International Relations</li> </ul>	<ul style="list-style-type: none"> <li>• Climate Change (Food production)</li> </ul>	<ul style="list-style-type: none"> <li>• International Relations</li> </ul>	<ul style="list-style-type: none"> <li>• Sustainability Issues</li> </ul>

# 2<sup>nd</sup> Training module

## Exploration of local relevant uncertainties (intro to Scenario Planning)





# 2<sup>nd</sup> Training module

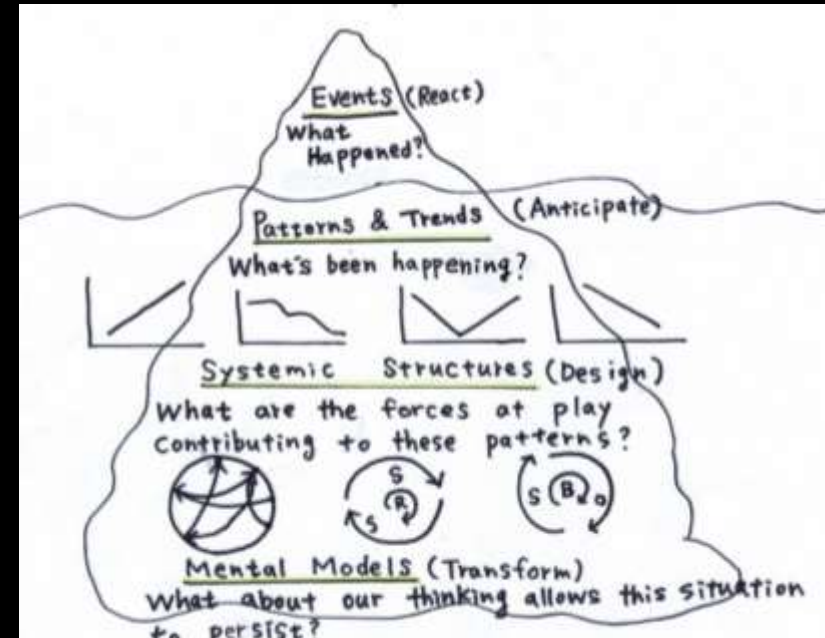
## Strategic indications

- communication **technology training for the whole community**
- **new alliances** between informal and formal education organizations
- encourage a collaborative and **proactive attitude** in the community through specific projects, dedicated facilitators and training for local policy makers and stakeholders;
- cooperation between local administrations and private organizations to create or maintain **attractive living and working environments** and places (and to reduce obstacles to innovation);
- **long-term strategies** to support local businesses and schools and to maintain local public services.

# 3<sup>rd</sup> Training module

## Systems thinking

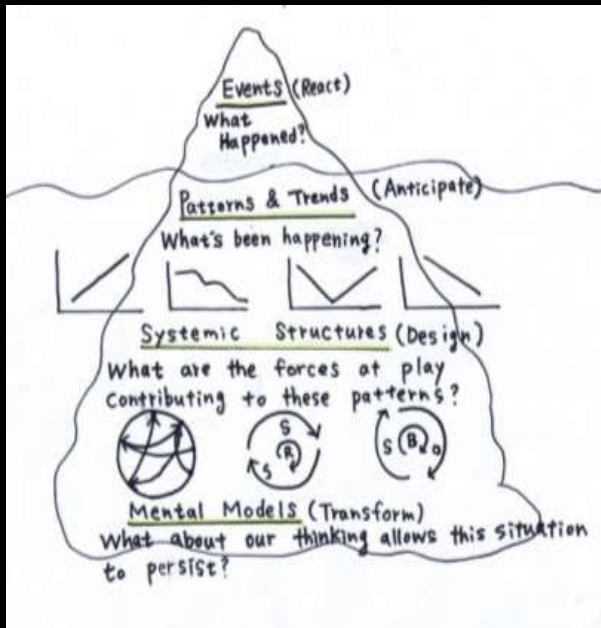
Qualitative participatory modelling about local conditions / systems that may/will support creation of jobs



# 3<sup>rd</sup> Training module

## Systems thinking

### Strategic indications



- **framework for understanding**, appreciating complex realities, recognizing facts within an interdependent world
- **framework for practice**, engaging with people within multiple perspectives
- **framework for responsibility**, in which to share limits of the resources and of individual power/capability, accepting "multiverse" or pluralist view in framing the practice.

# 4<sup>th</sup> Training module

## Backcasting + Roadmapping





# Debriefing module

## CV 2030



## CV 2030 in Local Agri-forestry and Food sector

	2019 - Marco	2030 - Martina
Language	Italian (native language) German or English, basic level	Italian (native language) 2+ foreign languages (German or English and others)
Communication skills	Good ability to relate with colleagues Excellent communication and problem-solving skills	Good communication skills with colleagues, clients and other professional figures, I organize courses and demonstrations on the protection of biodiversity and self-production of seeds and other local products at my farm <sup>1</sup> .
Organisational / managerial skills	Good ability to coordinate the working group or the staff	Good capacity in collaborative planning of activities with other professionals of other sectors Founding member of local association of young farmers and member of the board <sup>2</sup>
Job-related skills	Good land cultivation skills, fertilizing, planting and harvest Excellent ability to produce food or transformable products	Good soil cultivation capacity with specialized skills in the automated and remote management of water resources for agriculture <sup>3</sup>
Digital skills	Good ability to use common personal devices (PC, tablet, smartphone) and the most popular programs (Office Windows, spreadsheets, writing, emails)	Good ability to use common web-platforms for communication with clients or colleagues or partners (also from abroad <sup>4</sup> ) and for automated operations
Other skills	Car - Driving license B Chainsaw use license	Car - Driving license B Drone license <sup>5</sup>



# Debriefing module

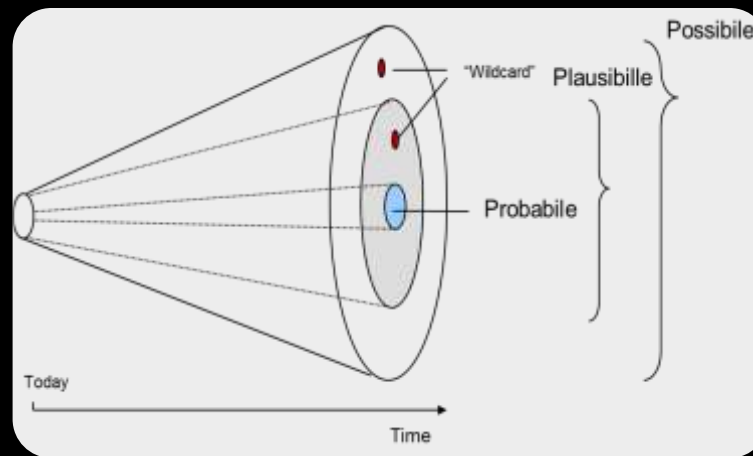
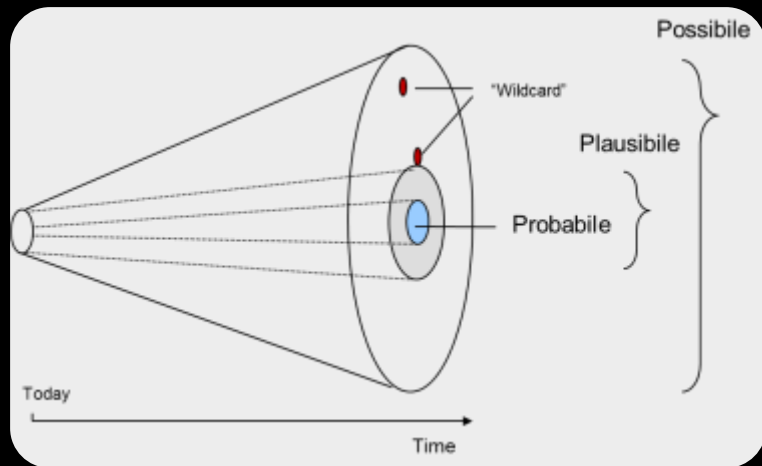
## CV 2030 + Debriefing on the learning process

The chalkboard is organized into three main columns: LESSONS, DIFF., and IMPROVEM. The sticky notes are color-coded: light green for 'LESSONS', orange for 'DIFF.', and yellow for 'IMPROVEM.'. On the left side, there are two groups of notes. The first group, labeled 'as Method', includes 'L. TRENDS', 'S. INTERVU', and 'S. SCENARIO'. The second group, labeled 'as Results', includes 'S. INTERVU' and 'S. SCENARIO'. The sticky notes contain various handwritten notes, diagrams, and small sketches, providing a detailed record of the learning process and debriefing session.

# Conclusion

The pilot project was a **learning and testing experience** for stakeholders without prior knowledge of future studies, with different results :

- development of **competences on adaptation to the coming changes** or orientation of local opportunities for the labor market and innovation;
- collection of **insights and strategic** indications for possible **future-proof projects** of local development in collaboration with the local communities;
- increased awareness about the importance of involving young people in building strategies for local development, **looking at the medium-long term and the related uncertainties.**



**Grazie dell'attenzione**  
**Thanks for your attention**  
**Takk for oppmerksomheten**

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