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DEVELOPMENT OF SUSTAINABLE URBAN CENTRES WITH ACTIVE INVOLVEMENT OF VOCATIONAL EDUCATION AND TRAINING (VET)

PROJECT DOCUMENT NUMBER 10

Intellectual Output 2:
Educational VET program for development of urban centres

Model for establishing VET education programs relevant for developing sustainable urban centres

Document Background

When designing this project one of the objectives was to produce intellectual outputs (IO). The project was presentation in the application like this:

"Models and recommendations for educational programs, which stimulate sustainable development of urban centres."

The application describes this more in detail under chapter; Intellectual Outputs:

Title: "Educational VET programme for development of urban centres"
Description: "The project will develop and test educational programmes for VET-providers – where schoolwork and tasks are closely linked to real practical challenges and opportunities in the development of urban centres."

When it comes to how to address the IO 2 this was discussed in the 4th project meeting in Umbria, Italy. The following was agreed:

Identify needs which is relevant to address, which at the same time is within the framework of sustainable development of urban centres.
Describe how to go forward on addressing this/these issue(s). Focus on how to involve municipality and businesses.

If relevant, it could be effective to work on issues which already are defined needs and addressed subjects in municipality plans or policies. Don't create something new if it is important to work on already identified needs - as it might give a stronger joint motivation.

Make a proposal for how to make a test after the October project meeting.
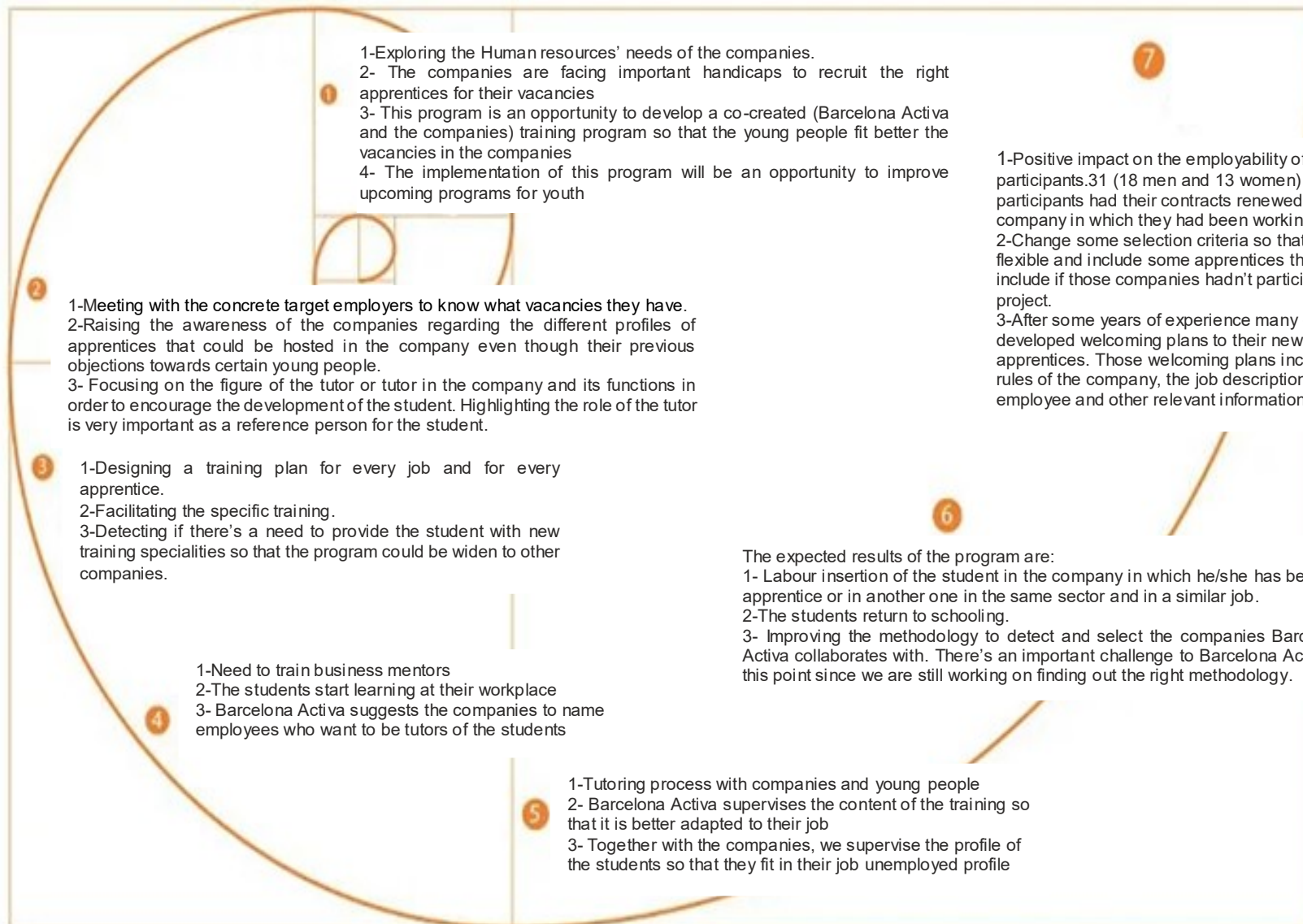
The progress was challenging, and the topic was not completed by the 5th Project meeting which was held in Hordaland. Therefor it was discussed once more, and concluded, that each of the three regions: Umbria, Hordaland and Gorenjska should describe one proposal each (Hordaland made two presentations). These three regions all have participation by both VET-schools and regional bodies. The proposals, implementation and results should by all three regions be presented in the format of the 7 stage processmodel. This model was agreed by the partnership to be suitable for both IO 1 and IO 2.

This document includes the presentations made by the three regions. As time, capacity and recourses are limited it was agreed that each region will report only on the stages which are relevant.

Barcelona Activa was given the task to give input on important issues to consider when addressing the formulation and/or adjusting VET training programs.

Content of the document

Ajuntament de Barcelona

Barcelona Activa

1 1-Exploring the Human resources' needs of the companies.
2- The companies are facing important handicaps to recruit the right apprentices for their vacancies
3- This program is an opportunity to develop a co-created (Barcelona Activa and the companies) training program so that the young people fit better the vacancies in the companies
4- The implementation of this program will be an opportunity to improve upcoming programs for youth

7

1-Positive impact on the employability of the participants. 31 (18 men and 13 women) out of 62 participants had their contracts renewed in the same company in which they had been working as apprentices.
2-Change some selection criteria so that they are more flexible and include some apprentices that wouldn't include if those companies hadn't participated in the project.
3-After some years of experience many companies have developed welcoming plans to their new employees and apprentices. Those welcoming plans include the main rules of the company, the job description of the apprentice/ employee and other relevant information of the company.

2 1-Meeting with the concrete target employers to know what vacancies they have.
2-Raising the awareness of the companies regarding the different profiles of apprentices that could be hosted in the company even though their previous objections towards certain young people.
3- Focusing on the figure of the tutor or tutor in the company and its functions in order to encourage the development of the student. Highlighting the role of the tutor is very important as a reference person for the student.

3 1-Designing a training plan for every job and for every apprentice.
2-Facilitating the specific training.
3-Detecting if there's a need to provide the student with new training specialities so that the program could be widen to other companies.

6

The expected results of the program are:
1- Labour insertion of the student in the company in which he/she has been an apprentice or in another one in the same sector and in a similar job.
2-The students return to schooling.
3- Improving the methodology to detect and select the companies Barcelona Activa collaborates with. There's an important challenge to Barcelona Activa in this point since we are still working on finding out the right methodology.

4 1-Need to train business mentors
2-The students start learning at their workplace
3- Barcelona Activa suggests the companies to name employees who want to be tutors of the students

5 1-Tutoring process with companies and young people
2- Barcelona Activa supervises the content of the training so that it is better adapted to their job
3- Together with the companies, we supervise the profile of the students so that they fit in their job unemployed profile

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Case title: "Employing young people"				
7 stages	**Action**	**Stakeholders**	**Resources**	**Other critical factors...**
Exploring opportunities and challenges	• Challenges Companies have jobs vacancies due to the slight recovery of the market. From the point of view of the companies they express that they face important handicaps to recruit the right apprentices for their vacancies. As a response to this challenge Barcelona Activa's program is an opportunity to develop co-created (Barcelona Activa and the companies) training program so that the young people fit the vacancies in the companies	Local businesses, municipality, Barcelona Activa. Employment Service of the Catalan Government, young unemployed.	Spokespeople of companies. Program officers specialised in employment for young people. European social fund, Catalan government funds and local government funding.	
Generating Ideas	Program officers meet the companies to detect their needs and to develop the training programs that can complement the background of their apprentices.	Local businesses, Barcelona Activa, Employment Service of the Catalan Government.	Companies' spokespeople. Program officers form Barcelona Activa, program training materials. European social fund, Catalan government funds and local government funding.	
Developing and testing	Designing a training plan for every specific job. Train.	Local business, municipality, Training providers (training centres of different specialties), Employment Service of the Catalan Government.	Companies' spokespeople. Program officers form Barcelona Activa, program training materials	

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			European social fund, Catalan government funds and local government funding.	
Making the case	Work and train at the workplace	Tutors of the apprentices Young people Trainer Program officers, Employment Service of the Catalan Government	Program Officers, tutors of the job, Young people Trainer European social fund, Catalan government funds and local government funding.	
Delivering and implementing	Tutorial processes take place both with the companies and the young people being trained at work place. Tutors, trainees and trainers assess the process.	Tutors of the workplace Young people Young people Program officers	Program Officers, tutors of the job, Young people Trainer European social fund, Catalan government funds and local government funding.	
Growing, scaling and spreading	**After the previous process, the trainees go on working in the same company, change the company or go back to the schooling system.** From de step 5 onwards the program is reviewed. This analysis opens the possibility to widen the program to other sectors and companies.	Program officers, Local business Employment Service of the Catalan Government	Program Officers, tutors of the job, Young people Trainer European social fund, Catalan government funds and local government funding.	
Changing systems	To reduce the youth unemployment.	Program officers, Local business	Program Officers, tutors of the job, Young people	

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| | According to the companies, it seems that the knowledge is less important than the attitude towards the job, and it means that the accent in the training processes should be put in those elements considered essential by the companies.
After some years of experience many companies have developed welcoming plans to their new employees and apprentices. | Employment Service of the Catalan Government | Trainer
European social fund, Catalan government funds and local government funding. | |

VET for Urban Centers has raised awareness in Barcelona Activa about the need to detect those elements that could be improved in order to tackle the mismatch between the VET programs and the needs of the companies.

JOOST KORTE. DIRECTOR-GENERAL, EUROPEAN COMMISSION'S DG EMPLOYMENT, SOCIAL AFFAIRS AND INCLUSION said in a recent interview that " Our societies will undergo fundamental transitions in developing a carbon-neutral economy by 2050 and also through digitalisation: both of these will have a tremendous impact on society, particularly on the way we are working in the European Union. If we want these transitions to be successful, we need to invest in people; a key approach is to improve their skills." The VET for urban centers projects tackles this huge challenge that Europe is facing in the 21st century. Indeed, the core aim of the project is to provide a VET in the urban centers that meets better the needs of the companies so that the youth increase their employability opportunities in the frame of an economy that is evolving towards a necessary more sustainable model.

The Intellectual Output 1 of our project lead the consortium to gather a set of best practices being implemented in the territories of the partners. However, there are obvious mismatches between the VET delivered and the needs of the companies. Therefore, on the one hand the youth unemployment is still a concern in our societies, and, on the other hand, the companies report they have problems to hire some profiles.

Therefore, a new model (or a traditional model with new inputs) is needed. Taking our best practices as a starting point and the reality of Barcelona Activa as a main field of analysis, the Barcelona Activa team developed the following self-assess template to detect the uncovered needs of our VET programmes in order to be able to define a model that meets better both the needs of the companies and the youth.

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Tips for a new VET program

Elements to evaluate a VET program and to design a program that meets the needs of the Urban Centres companies and the youth living in those centres, following the 7 steps model, that has been defined as an analysis canvas by the consortium.

7 stages analysis	
1	**Exploring opportunities and challenges**
2	**Generating Ideas**
3	**Developing and testing**
4	**Making the case**
5	**Delivering and implementing**
6	**Growing, scaling and spreading**
7	**Changing systems**
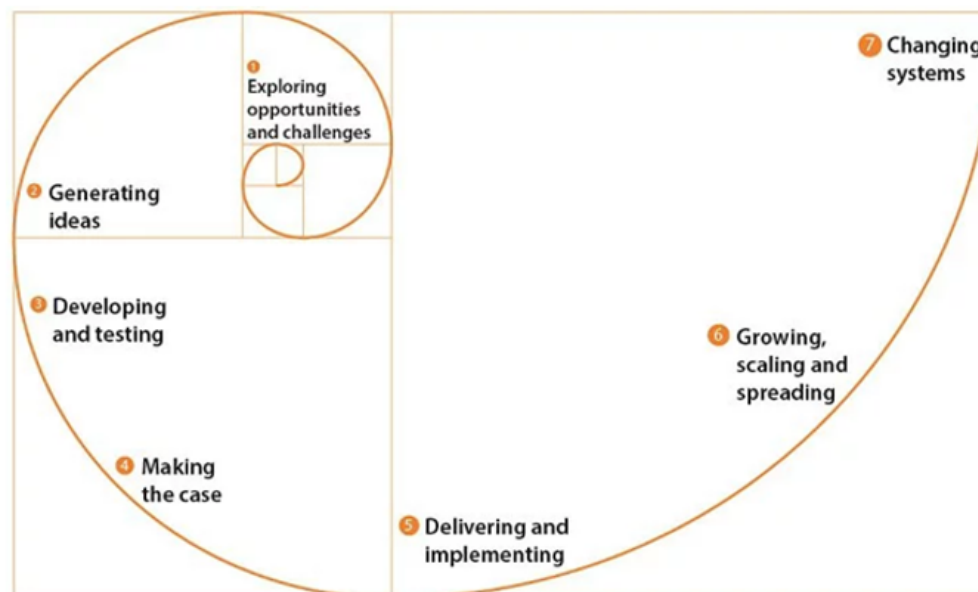
Elements to take into account in the phases previous to develop and test the new VET program and questions that could help us to detect the uncovered needs of the traditional programs. This analysis is based upon the 1 to 3 stages since the current project is not long enough to test the eventual new program. At the same time, it is the stage number 7 in a sense, since it aims at changing the system after a first wider analysis of the existing systems.

Elements to be analysed:

1. Groups involved in the VET:
   a. Policy makers
   b. Companies/employers
   c. Students
   d. Academia
   e. Public authorities (city councils)
2. Challenges of the societies where those programs are delivered.

3. Developing and testing:
   a. Thematic focus of the programs.
   b. Methodology of the program. How is it delivered?
   c.

Depending on the institution taking the leading role in the VET system, the challenges and aims of the institution will be included in the programs in different ways. However, is the VET programs aiming at responding to the needs of the society, the local public authorities should be taken into account in every step of the decision process.

1. **Exploring opportunities and challenges**
Target groups: who take part in our target group?

- % of students finishing their training
- % of students employed after their training
- % of unemployment in this sector of population
- % students out of target group who have deeper needs (due to their social, economic and educational vulnerability) than those tackled by the VET programs.
- What are the profiles of the students?
  o Is there a gender balance in the programs?
  o What are the profiles of the students regarding age/education/background skills/ expectations?
- Who are the stakeholders defining the content of the programs?
- What are the goals defined by the policies?
- What are the links between VET and the other existing education programs?
- Is the Research and Investigation policy linked with the VET programs?

- Guarantees the gender perspective and attention to diversity?
- Does it improve the employability of the following target groups?
  · Low qualified unemployed youth
  · Young people with psychological distress or mental health disorders
  · People at risk of exclusion

2. Generating ideas

Territorial balance:

- Do the programs take into account the different needs of the different districts?
- What is the role of the urban planning in the VET programs?

Traditional sectors:

- What are the sectors that traditionally employed VET students?
- What are their market needs?
- How do they define the manpower they need? Does it fit the profile of the students they host?
- How are the ICT included in the programs?

New sectors:

- What are the new sectors flourishing in the framework of the Sustainable Development Goals (SDG)?
- How do the VET programs include the SDG?
- How do the VET programs include the upcoming social and demographic challenges?
- Artificial intelligence. An opportunity or a threat?
- What are the sectors generating employment nowadays? What is the role of the city council in the frame of these sectors?

- Do the VET programs take into account the blooming sectors like: manufacturing industry, digital economy, creative sectors, green and circular economy, health and quality of life, and the Social and Solidarity Economy. Will those sectors contribute to boost quality employment?

3. Developing and testing:
- Is there a new frame/methodology to deliver the training?
  o Introducing individual sessions together with group sessions, so that the students are both individually coached and can also share their experiences, concerns and hopes with their colleagues who face the same situation as them.
- What is the most suitable length of the training?
- Do we have the most suitable infrastructures to deliver the VET? (both in terms of facilities and in terms of materials?

4. Making the case:

In this phase the tutors and/or the representatives of the companies should be able to respond to the following questions in order to take the decision to adapt the programs according to the needs of the participants or/and the companies.

- Did the company's tutors need support to fulfill their responsabilities towards the students?
- Are the participants adapted to the rules of the company?
- Are the participants doing their job well?
- Do the participants have the skills and knowledge needed for their job?
- Are the job offers published by the company aligned with the profiles of the participants?

5. Growing, scaling and spreading

In order to decide wether it is worthy or not to scale the project, it is important to analyse the following indicators:

- Number of participants who continue to work in the same company after the program is over.
- Number of participants who continue to work in the another company doing the same job after the program is over.
- Number of participants who go back to school after the program is over.

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ŠOLSKI CENTER KRANJ ZA POKLICE PRIHODNOSTI

Intellectual Output 2:

Local cooperation on development of urban centres, including VET

IO 2 in the application:
"The project will develop and test educational programmes for VET-providers - where schoolwork and tasks are closely linked to real practical challenges and opportunities in the development of the urban centres.

IO 2 goal in summary:
Develop a model for useful cooperation between VET-school, municipality, local businesses/service providers, which can create better, and more relevant teaching and training programs – programs which motivates students and strengthen sustainable development of urban centres and local businesses.

VET in Urban Centres

Charging station for electric vehicles made by students under the mentorship of student from Vocational College, Kranj School Centre
Opening 17. 9. 2019 - https://www.sckr.si/fotogalerija1/category/139.html

Sustainable Development Goals (SDG)

The described case is in line with Sustainable Development Goals: 4 Quality Education, 7 Afordable and clean energy, 11 Sustainable Cities and Communities, 13 Climate Action, 17 Partnerships for the goals.

7 stage process model
Cooperation between Municipality of Kranj, Kranj School Center and Inštitut Metron – project was financed by Eco Fund, Slovenian Environmental Public Fund (Eco Fund)

Charging station is placed in front of school and officially connected to electrical network

Illustration of the 7 stage processmodel

1) The idea for setting up a charging station is the result of a partnership between the Municipality of Kranj, the Eco Fund as a financier, the Kranj School Center and the Metron Institute (development of electric vehicles).
In the Gorenjska region Kranj School Centre is well known as a center for technical education.

7) The charging station is located at the main entrance of our school and is equipped with two plug sockets for electric vehicles, 22 kW and 11 kW and two classic sockets, which enables charging of mobile devices, electric bicycles and scooters. In addition, the charging station has 2 more USB ports and an LCD screen for messages and information for users of the charging station. With charging station our organisation is a part of network for sustainable mobility in Kranj. As a teaching tool the charging station is a good example to implement SDG in education.

2) Idea for charging station was developed in line with the Project E-POL (development and production of pilot charging stations for electric vehicles as teaching tools for VET students). The network of charging stations for electric vehicles is a part of a plan for sustainable mobility in Kranj.

3) Design and construction of unique charging station was carried out under the professional mentorship of Alan Kavčič (student at the Vocational College, Kranj School Centre, employee at Institut Metron). All the wiring connections and the concrete base were made by the students of the Kranj School Center.

6) Official opening took place at 17. 9. 2019, covered by the media. The opening was attended by representatives of all partners.

4) The electric charging station was designed in the way that it has two charging units, 11 and 22 kilowatts for fast charging. It has two more classic sockets for electric bikes and scooters and two USB ports for charging phones and tablets.

5) The electric charging station is primarily intended to be used by students and employees of the Kranj School Center and the neighboring Faculty of Organizational Sciences.
In addition to its basic purpose, the electric charger also serves as a teaching tool.

VET
in Urban Centres

Case title: **Cooperation between the Municipality of Kranj, Kranj School Center and Inštitut Metron – project was financed by Eco Fund, Slovenian Environmental Public Fund (Eco Fund)**				
7 stages	**Action**	**Stakeholders**	**Resources**	**Other critical factors...**
Exploring opportunities and challenges	The idea for setting up a charging station is the result of a partnership between the Municipality of Kranj, the Eco Fund as a financier, the Kranj School Center and the Metron Institute (development of electric vehicles). In the Gorenjska region Kranj School Centre is well known as a center for technical education.	Municipality of Kranj Eco Fund Kranj School Center Metron Institute	Eco Fund Kranj School Center	To create a network of stakeholders prepared for financial and technical support
Generating Ideas	Idea for charging station was developed in line with the Project E-POL (development and production of pilot charging stations for electric vehicles as teaching tools for VET students). The network of charging stations for electric vehicles is a part of a plan for sustainable mobility in Kranj.	Kranj School Center Eco Fund Metron Institute	Eco Fund Kranj School Center	To involve students and motivate them
Developing and testing	Design and construction of unique charging station was carried out under the professional mentorship of Alan Kavčič (student at the Vocational College, Kranj School Centre, employee at Institut Metron). All the wiring connections and the concrete base were made by the students of the Kranj School Center (Martin Špendal, Sašo Dijak, Grega Egart, Miha Bešter in Matic Vrečko).	Kranj School Center Eco Fund Metron Institute	Kranj School Center Eco Fund Metron Institute	To involve students and motivate them
Making the case	The electric charging station was designed in the way that it has two charging units, 11 and 22 kilowatts for fast charging. It has two more classic sockets for electric bikes and scooters and two USB ports for charging phones and tablets.	Kranj School Center Eco Fund Metron Institute	Kranj School Center Eco Fund Metron Institute	Prepare an individual work program for each student

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Delivering and implementing	The electric charging station is primarily intended to be used by students and employees of the Kranj School Center and the neighboring Faculty of Organizational Sciences. In addition to its basic purpose, the electric charger also serves as a teaching tool.	Kranj School Center Eco Fund Metron Institute	Kranj School Center Eco Fund Metron Institute	
Growing, scaling and spreading	Official opening took place at 17. 9. 2019, covered by the media. The opening was attended by representatives of all partners. Promotion and implementation activities are currently going on.	Newspaper: Gorenjski glas, Kranjčanka		
Changing systems	The charging station is located at the main entrance of our school and is equipped with two plug sockets for electric vehicles, 22 kW and 11 kW and two classic sockets, which enables charging of mobile devices, electric bicycles and scooters. In addition, the charging station has 2 more USB ports and an LCD screen for messages and information for users of the charging station. With charging station our organisation is a part of network for sustainable mobility in Kranj. As a teaching tool the charging station is a good example to implement SDG in education.	All interested stakeholders. The project will be published in diploma thesis by Alan Kavčič.	Municipality of Kranj Other organisations Schools	Gained knowledge will be shared by Kranj School Centre

Polnilnica plod dela dijakov in študentov

Pred Šolskim centrom (ŠC) Kranj so sredi septembra predali v uporabo polnilno postajo za električna vozila.

MATEJA RANT

Kranj – Polnilno postajo za električna vozila so v celoti izdelali dijaki in študenti ŠC Kranj v okviru projekta E-POL. "Pri tem so šli skozi vse korake, od zasnove do izdelave, kar je eden od načinov, kako jih konkretno pripraviti za praktično delo v podjetjih," je poudaril direktor ŠC Kranj Jože Drenovec. Projekt E-POL – Razvoj in izdelava pilotnih polnilnic za polnjenje električnih vozil kot učnih pripomočkov za dijake tehničnih poklicnih šol je financiral Eko sklad. V okviru projekta so dijaki Martin Špendal, Sašo Dijak, Grega Egart, Miha Bešter in

Matic Vrečko pod strokovnim mentorstvom Alana Kavčiča, študenta višje strokovne šole ŠC Kranj, zasnovali, načrtovali in izdelali popolnoma unikatno polnilno postajo za električna vozila, je razložil vodja projekta v ŠC Kranj Srečko Simović. Postaja ima dve polnilni enoti, 11- in 22-kilovatno, ki omogoča hitro polnjenje. Razen tega ima še dve klasični vtičnici za električna kolesa in skiroje ter dva USB-priključka za polnjenje telefonov in tabličnih računalnikov. V prvi vrsti bo namenjena dijakom in študentom ter zaposlenim v Šolskem centru Kranj in sosednji fakulteti za organizacijske vede.

Od leve proti desni: Srećko Simović, Alan Kavčič in Jože Drenovec / FOTO: PRIMOŽ PIČULIN

HORDALAND, Norway

By Knarvik upper secondary school

Intellectual Output 2:
Local cooperation on development of urban centres, including VET − Presented in 7 stage processmodel
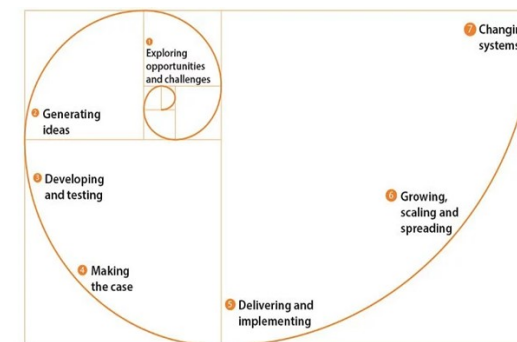
Knarvik upper secondary school is a combination school for education in vocational and university-preparatory studies. The school is located 30 kilometres north of Bergen and is centrally located in Knarvik, the region capital of Alver county. The school has about 170 employees where 140 of those are pedagogical staff. The school has approximately 1000 students. The region of Nordhordland (North- Hordaland) consists of 10 counties as of December 2019.

Nordhordland Næringslag is an organization that works towards promoting the interests of local businesses in the Nordhordland (North-Hordaland) region and to ensure that the region has the qualities needed to attract people to live and work here. Nordhordland Næringslag is a meeting point for 360 businesses in the two regions; Nordhordland and Gulen. As of January 1st, 2020, the newly established **Alver municipality** is a merge of three municipalities with total 29000 inhabitants. The municipality has one upper secondary school and a varied business life within industry, craftmanship, agriculture, aquaculture and service industry in addition to a vast public sector.

Headline in addition to using a seven-step model in the process development

1. **Exploring opportunities and challenges**

   What are we accomplishing already?

   The school and the local businesses have co-operated well throughout the years, and this co-operation was strengthened further when we established the TAF-education in 1992 (TAF = tekniske allmenne fag)/ technical general studies). TAF is a four-year educational programme that ends with both a trade certificate and a university and college admissions certification in science subjects that qualify admission to every university and higher education.

PROJEKT DOCUMENT 10

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What are the challenges?

In the last years, the counties of Nordhordland have been working on a merger. The result is that three relatively large counties have merged, while six smaller counties have chosen to remain unmerged.

In the old structure the contact between the counties and the school was sporadic. During the establishment of the new Alver county, none of the region planners was invited the upper secondary school to see what we could contribute with, or what needs we have.

The school is the largest of two upper secondary schools in Nordhordland. Both schools offer somewhat the same educational programs. Knarvik upper secondary school is in the region centre of Alver county. The businesses in Nordhordland depends on a work force with a local affiliation which has a varied education in both vocational studies and higher education. The upper secondary schools in Nordhordland have already lost a great deal of potential students to the inner-city schools in Bergen. In the autumn of 2020 a very large school is opening just 15 kilometres from the regional centre of Knarvik. This competition might result in an increased loss of potential students. The result might be that we over time will not be able to maintain our current varied educational programs.

What do we wish for?

We want to strengthen the school as a natural part of the regional centre where the school and other operators work well together in a structured manner. We want to contribute equally to support each other through cooperation so that the school and region becomes a natural choice for the students when choosing both education and work.

2. Generating ideas

When the new mergeing of counties was being planned, Knarvik upper secondary school was not invited as a contributor to the establishment of the new region centre.

The opportunity for contribution came through the establishment of the Erasmus+ project VET in Urban Centres. Project manager Per Nordmark with Hordaland county authority tried to gather a great selection of contributors to the project Development of sustainable urban centres with involvement of vocational education and training (VET). Per Nordmark understood that the project needed representatives from both schools, counties and local businesses.

3. Developing and testing

This project has taken us to different parts of Europe where we have been able to experience how several schools, counties and businesses work together to develop their own region for a sustainable future. A wide group of people from the different contributors have gained an insight to the different approaches each region has towards the challenges. The continuity in the ones that travel, and in that extent; the ownership of the projects, have been important in further developing the ideas when looking into how the gained insight and knowledge should be put towards local development.

4. Making the case

Through this project we have been inspired and have seen opportunities in cooperation that we brought with us. This has resulted in developing new co-operations, and the strengthening of already established relationships.

Nordhordland Aktiva: Gathering inspiration from an idea and model from Barcelona we wanted to develop a systematic cooperation between different operators in our area that are involved in assisting unemployed and available youth in getting work/employment. Natural partners in this was "Karrieresenteret" (the career centre), NAV (Norwegian Labour and Welfare Administration), Regional innovation and development agency.

Goal: We wanted to use the potential and benefits of seeing the whole picture and working together instead of each one working alone.

Result and possible outcomes:

DH/BA – decorating pathways in Knarvik
After being in contact with Lindås county and their Head of planning, the students in the educational programs of Design and Craftmanship (DH) and Building and Construction (BA) were challenged to take part in creative processes in planning the walking paths inside and in and surroundings of the new region centre. Through our visits we have seen similar processes being developed and completed in Voss through "BygdeLAB" (participatory workshops) and in use of temporary urban installations in the regional centre. There is a potential in this to engage students in real local projects. This will increase the relevance of their education while also making the students important contributors in the development of their own region.

Welfare Technology:
Lindås county wants us to establish a strong cooperating partnership in developing welfare technology. Concretely – Patrick.

3D-printer - new and costly technology
A project is developed from a co-operation with local businesses and the municipality …..

New Municipality: Alver municipality is now looking for a new Erasmus+ project in cooperation with Kvam municipality and Knarvik upper secondary school. After the shared experiences gained from existing projects the wish and commitment for a new Erasmus+ project is great. We feel that an Erasmus+ project would be an important tool in working systematically with development and in building a network focusing and experiencing new ways in working together and innovative thinking.

KAN (Knarvik upper secondary school, Alver county og Nordhordland næringslag)
The above-mentioned examples have given us the realization that these can occur due to our cooperation. Therefore, it is important for us that we establish a structured co-operation were the council of Alver is included. We see the potential in a three-part co-operation where we include local businesses, schools and the county. In that way we can develop a cross-sector co-operation where we can share challenges and needs. By doing this we can also build a system that is not dependent on one person but can work even if someone is relocated to a new position.

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5. Delivering and implementing

Building lasting structures which is not dependent on one person!
Having the ability and vision to see things in context and understand the different roles in the structure of the cooperation

Invitation to the first meeting in KAN March 4th 2020.
Agenda:
- Make goals for the network
- Develop the regional co-operation where county, school and businesses have common interests, and being dependent on each other.
- A new Erasmus+ project where key representatives from both municipality and region is central.

VET
In Urban Centres

UMBRIA, Italy

Intellectual Output 2:
Local cooperation on development of urban centres, including VET – Presented in 7 stage processmodel

The objective for the partnership on IO 2:
Develop a model for useful cooperation between VET-school, municipality, local businesses/service providers, which can create better, and more relevant teaching and training programs, - programs which motivates students and strengthen sustainable development of urban centres and local businesses.

Case title: EBG- European Business Game – A scuola d'impresa			
7 stages	**Action**	**Stakeholders**	**Resources**
Exploring opportunities and challenges	The model identified in Umbria to contribute to cooperation between schools, businesses and municipalities to promote the sustainable development of urban centers with the involvement of students recovers the model designed by the AUR *"A business school"* and already tested at the Orfini institute for four years, from the 2012-2013 school year to the 2016-2017 school year. The original model was revisited and adapted to the *"Vet for urban center"* project where rather than identifying business ideas, students were asked to identify innovative and useful "smart ideas" for the sustainable development of urban centers. The reference context for identifying ideas is the Municipality of Foligno and its area. The students, divided into teams, following a series of introductory meetings on the themes of sustainable development and the activation of simulation games, led by external experts and reference teachers of subjects characterizing the attending school curriculum, realize a real project for the sustainable development of urban centers starting from an idea they have identified, also through comparison with other national and European countries.	Secondary school, local business, municipality and local authorities, experts for the promotion of innovative projects in the field of education and training. In particular, Comune di Foligno (local authority), AUR (regional development agency), IPIA Orfini, local companies.	Funds granted by local authorities, school and volunteer work

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- Challenges

Work can be carried out either in team or independently. The orientation towards culture of creating for the community is essential that it starts as soon as possible in schools in order to involve and guide young people and contribute their future choices for training and job placement.

In deciding and doing, young also make mistakes. In this way they take on responsibilities, learn and reflect on new issues and, not to mention, sometimes, working together and in a different way, they can also have fun. Through a process that favors the dimension of collaborative learning, attitudes and skills revolve around a shared smart idea, intensifying interpersonal relationships.

Organized in the form of a game "the simulation" of idea's for the city, it has developed entrepreneurial skills, creativity and the ability to work in a team.

- Opportunity

This is an opportunity for school education, for the municipality and the enterprise world to work together in order to promote in the school the culture of sustainable development and necessary skills to plan a development project.

When students identify innovative ideas, they activate a whole process that involves various actors, businesses and citizens, and that produces positive effects and impacts for local sustainable development.

Generating Ideas	Organized in the form of a game "the simulation" of the design of ideas for the city, it has developed knowledge of doing business, creativity and knowing how to work in a team. Improve the contact between students of all levels, local community and local business. Led by their teachers and supported by the intervention of external consultants/experts the students have "played" by simulating the creation of their smart projects for the municipality. The ideas for the sustainable development of urban centers have been identified taking into account the needs expressed during meetings with the Municipality of Foligno and local businesses **(compare the minutes of the attached meetings).** The referents of the "Vet for urban center" project of the Orfini institute and the referents of the Aur following the first meeting with the Municipality of Foligno and local businesses in march 2019 had other meetings with policy makers in november 2019 of the institution and local entrepreneurs. As can be seen from the minutes, already produced in march 2019 and	Continuity among the first people involved.	Funds granted by local authorities, school and volunteer work

	subsequent ones, the Municipality bodes well for collaboration with schools and businesses, with regard to the theme of sustainable development of urban centers, in particular for the involvement of students in human sustainability, in the identification of socio-health solutions and services to support citizens with needs for care and social inclusion (children, the elderly, the poor and disadvantaged people). This is to improve the community's livability and social inclusion practices. In particular, the ideas to which students were invited to be identified and developed are in support of social inclusion and improving the livability of people, in particular young and old and citizens with special needs. Taking into account this need, the school headmaster of the IPIA Orfini, Prof. Mariarita Trampetti, has therefore identified the class to be involved in the experimentation in the **III Social-health** services consisting of 26 pupils.		
Developing and testing	Taking into account the needs expressed by the Municipality of Foligno and by local businesses, the students of the III ° "Socio-sanitary", starting from the month of December, have been involved in a 24-hour course, which has been included in the PTOF (Three-year plan of the training offer) of the school. The project called *"Creativity camp for social and sustainable development of urban center"* fulfills the hours of alternation between school and work foreseen by the Ministry of Education within the activities of professional institutes. The initiative was shared not only with the head teacher but also with the class council, with the scientific-technical committee, the teachers of the subjects of reference and the tutors referring to the alternation. The address teachers involved are "hygiene and safety" and "methodologies" subjects, as well as support teachers for students with special needs. The lessons "human and social sciences" and "tenologies" were also called to collaborate in the class council with respect to the elaboration and development of smart ideas for sustainable development. The workshop course, still in progress, includes 12 meetings lasting 2 hours each and is divided into 3 actions: -Theoretical classroom training (6 hours): these are face-to-face meetings with experts in order to provide students with the theoretical foundations for the identification and design of "ideas for social" and that take into account the objectives of sustainable development, in detail of the sustainability of urban centers. The elements of social enterprise, local economy, analysis of local needs, marketing and communication, design of a service are deepened and transferred to students; - Creative laboratory (14 hours): through laboratory activity, a real simulation is created aimed at creating / designing a service. The students of the class, divided into groups, taking into account the identified idea, develop a project. For the establishment of the work teams, each student is asked to start defining their own "idea of social service" to be exposed to the whole	Continuity among the first people involved.	Funds granted by local authorities, school and volunteer work

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class. With the whole class group, in the presence of the project staff and class teachers, a brainstorming is triggered in order to identify the ideas to develop. Once the ideas are defined, the working groups are formed. For the formation of the teams, in collaboration with the reference teachers, the interests and attitudes of the individual participants, the character and relational sphere of the "team members", the greater or lesser propensity to work in a group, the performance were taken into account school. For a fair and participatory "competition between ideas", close-knit groups have been structured, as homogeneous as possible from the point of view of skills and competences. To date, there have been 4 meetings, as can be seen from the student signature sheets attached, which have served to identify the following ideas:

1. a recreational and recreational space for the sick in hospitalization or hospitalization centers, homes rest;

2. "urban garden" where children and the elderly meet and with the support of experts (operators and social animators) practice crop techniques;

3. "bee house" place to start workshops for the construction and installation of "creative" beehives made, for example, in the shape of a bee and craeti from the collaboration between young and old;

4. municipal center for the practice of sports for the disabled.

- Presentation of the "project ideas" (4 hours).

To identify the best ideas, a competition will take place at the conclusion of the workshop, managed according to the dynamics of a game. The boys, divided into teams, will present their idea within 10 minutes to a commission of experts called to select the best works. The evaluation indicators will be: consistency of the idea, originality and feasibility of the product on the market, financial resources, European and sustainable development aspects, innovation, quality of presentation and performance. The best idea will be given a prize.

Making the case	To spark the interest of young people, the model proposes an interdisciplinary pedagogical approach, focused on laboratory activities and practical experience. The success of this model among students is based on a number of characteristics that can be considered typical of all initiatives aimed at spreading an entrepreneurial spirit. Among the main strengths: - The game as a learning dimension: business game and learning by doing; - connection and collaboration with businesses and the local community and with the development needs of a territory; - adaptability of the route to the various types of teaching; - the enthusiasm found among students, even among those who usually show little motivation to study the subjects proposed through traditional teaching; - experimenting with teamwork in order to achieve a common goal; - the importance given to creativity, to the spirit of initiative and innovation of young people.	Continuity among the first people involved.	Funds granted by local authorities, school and volunteer work

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Delivering and implementing	The Umbrian model has achieved a high degree of flexibility. It turns out to be a repeatable proposal of intervention able to adapt to different school contexts, bringing - if necessary - corrective measures even during construction: it knows how to question itself, when it is needed. Ideas are still in the development phase and therefore work is still being carried out on the implementation, development and implementation of the project. The experimentation of the model with Orfini students is being carried out with the coordination of the AUR expert, involved in the "VET for Urban center" project, Dr. Daniele Adanti. **The laboratory is expected to be completed by the end of January 2020.**	Anchor the exhibition among key actors like larger companies and political leadership.	Funds granted by local authorities, school and volunteer work
Growing, scaling and spreading	The aim of the project is to develop skills in creativity, group spirit and entrepreneurship, as well as making sure that young people contribute to the conception and development smart ideas for local territories. With the anticipation of competitions between ideas that could be done at local, national and international level, the project could have various repercussions at various levels, precisely local, national and international. This kind of project it also creates opportunities for exchange and comparison with the outside (representatives of the local authorities and of the Municipality, local businesses and organizations). In building the "smart ideas", the students are activated as they do in the event that a real development project has to be developed and then they contact, meet entrepreneurs, mayors, councilors and technicians of the Municipality, professional technicians. They relate to families and other students from other addresses to share the idea and collect information, impressions, data, advice, reinforcements and critical issues. Here the collaboration takes place, the exchange of information, the detection of the needs of a territory. All this is extremely dynamic, it opens the school to a dimension of co-planning for the good of the city. So, slowly expand and involve more schools and businesses. Facilitate meeting places between education and local authorities and business. The following initiative is in line with all other initiatives at European level on the topic of sustainable municipalities, such as urban agenda etc.	Involve more key actors.	Funds granted by local authorities, school and volunteer work
Changing systems	The model from which the creative laboratory that is developing in the context of the "Vet for urban center" project is inspired is that of "A business school", experimented in the past by the AUR in four editions.	Establish a permanent group for organizing the systematic collaboration between	Funds granted by local

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		education, Municipality and local business.	authorities, school and volunteer work
	The "A scuola d'impresa" project has developed over 200 business ideas in its 4 editions. Many of these can easily be tracked and anchored to the territories, with strong potential for local and economic development if implemented. Some projects have also taken care of aspects related to sustainable development, including urban development. Many groups of students have developed business plans to improve the impact on the environment, with cities. Once the high school ended, some really started a business. The model, furthermore, anchor the systematic collaboration between business and education in the local region, in order to promote skills and competencies of the students. Across Europe these practices are increasingly widespread, where it is the European Commission itself that invites them to encourage citizens and schools, called from below, to collaborate in the planning of cities. The model therefore refers to the methods of living labs and creativity camps. For more information you see *Website w.scuolaimpresa.net* Besides defining efficient programming, it is very important to develop new ideas and perspectives to help local authorities to promote the development of the well-being of citizens and the territory. In this the school has a very important role, as can also be read in the results of the conference "Sustainable Municipalities: methods and tools to plan and evaluate the well-being of the territories" organized by the ASVIS Italian Alliance for Sustainable Development. The ideas identified during the actual ***"Creativity camp for social and sustainable development of urban center"*** then provide for the active involvement of the students involved in the project, as social workers, animators or social workers. Most of the ideas would result in the activation of animation centers and support of care services, with positive effects also in terms of transfer of skills between generations and at the same time would favor a pleasant positive psycho-physical well-being among users participants. The results in support of the sustainable development of the urban centers would be different, taking into account that in Italy and this also applies to Umbria, the system of care and support for the elderly takes place through the figure of the "cared for" in support of the single senior and where therefore moments of animation are scarce or almost nil. Creating moments of animation and aggregation, of the centers for the elderly and children, would lead to greater sustainability of the human being within the urban center and would produce various effects that would impact on the change of the local system.		

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Thanks to the "Vet for urban center" project, the Orfini institute with the support of the AUR experts has intensified its initiatives for the dissemination of the culture of sustainable development through:
- workshop on separate collection, held by FELCOS UMBRIA;
- disclosure of the project's intent in the context of events and initiatives where the school has been involved, such as the OPEN DAYS of the Professional Institutes.

The reflections opened by the students of the Orfini take seriously considering the importance of the sustainability of disadvantaged children and in particular of the elderly living in the city. In a time when social and family ties have weakened, the management of loneliness becomes a political issue, that is, it depends on the way in which a community chooses to live relationships, social demand requires that not "how much "live, but the" how "to live longevity. It is a matter of accompanying a delicate and fragile but incredibly generative life process. What social, health, welfare policies ... in a word: what welfare will we have to redesign taking into account the aging trends of the Italian population? The way forward to create effective models of care and strengthen social relations seems to have a precise direction: to create a network in the territory between public, private social, private agreement, social enterprises of the third sector, competent volunteering.

(Other critical factors was not mentioned in this table)

Attachments:

1) Signature sheets and minutes of meetings with the Municipality of Foligno and businesses to collaborate in the development of the project (6.03.2019, 6.11.2020);
2) Signing sheets for meetings with III ° "Socio-sanitary" students of the IPIA "Orfini" Institute to test the model *"Creativity camp for social and sustainable development of urban center"20/11/2019, 27/11/2019, 11/12/2019, 15/01/2020*

MEETING VERBAL

Meeting between AUR Umbria and "E. Orfini "of Foligno and Comune di Foligno
Them of the meeting: presentation of the Project and hypothesis of collaboration and synergies with the actors and institutional subjects of the territory
Date Foligno 6 march 2019

Date Foligno, Comune di Foligno 6 March 2019 - 9,30
Partecipants
Partecipanti 1. Prof.ssa Rita Barbetti – Vicesindaco Comune di Foligno 2. Dott. Stefano Patriarchi – Assessore Sviluppo economico Comune di Foligno   3. Dott.ssa Francesca Rossi – Funzionario Comune di Foligno 4. Prof. ssa Mariarita Trampetti – Dirigente scolastico IIS Orfini 5. Prof. ssa Roberta Camilli – Insegnante IIS Orfini 6. Dott.ssa Nicoletta Moretti – Project manager AUR 7. Dott. Daniele Adanti – Esperto ricercatore progetto VET Urban Center- Aur

Topics covered
1. Presentation of the VET for Urban Center Project 2. Collaboration in the organization of the meeting 8-10 of April

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Topics covered

1. Presentation of the VET for Urban Center Project The ISI Orfini Mariarita Trampetti manager opened the meeting to present the Erasmus + Vet for urban center project to the municipality of Foligno. Dr. Adanti and Dott.ssa Moretti deepened the activities developed to date, the meetings held and the intellectual outputs developed. The objectives of the project and the theme of the sustainable development of urban centers have been studied in depth, embracing a wide space of hypotheses of development and sustainability as envisaged by the 2030 agenda. In evaluating the collaboration and connection hypotheses between AUR and Orfini and the Municipality of Foligno, it was agreed to stipulate a Memorandum of understanding. In particular, a collaboration is planned within the "Urban Agenda" program financed by the Region of Umbria with ERDF funds such as the "DIFFUSED PARK" initiative, where some synergies could be envisaged with the VET - For Urban center project (see the Widespread Park attached). One could hypothesize the involvement of some Orfini students in the implementation of animation and event organization actions within the "DIFFUSED PARK" action, located in the area of Sportella Marini Parco Hoffman. The councilors Barbetti and Patriarchi illustrate some initiatives that involve the Municipality of Foligno in line with the sustainable development of the urban center: coworking and urban regeneration center which is recommended to visit the delegation that will be in Italy 8-10 of April.

2. Collaboration in the organization of the meeting 8-10 of April. There was talk of the next meeting to be held in Italy from 8 to 10 April and the related program. It was agreed with the representatives of the Municipality of Foligno to provide a meeting of the partnership present at the meeting for April 8 at the council hall of the Municipality of Foligno at 18.00. Here, in addition to the greetings of the authorities, the program of the "Urban Agenda" that is following the Municipality of Foligno will be presented. Compared to the meeting, the Municipality of Foligno is also committed to collaborating by providing promotional material for the city of Foligno, access to the monument of "Palazzo Trinci" with a guide in English and a possible contribution to cover some costs for the reception of the delegation from the countries Norway, Slovenia, Spain and Belgium. The various representatives present in the respective organizations will be in touch in the coming days to define the details to give effect to the hypothesized collaboration. The signatures of the participants to the meeting are shown below.
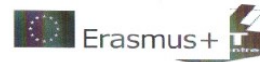
Signatures of the participants:

VET - FOR URBAN CENTER - Incontro con soggetti istituzionali del territorio
Luogo e data Foligno - 6 marzo 2019

ENTE RUOLO	NOME	COGNOME	E MAIL	TEL	FIRMA
COMUNE	RITA	BARBETTI	rita.berbetti@comune.foligno.pg.it	349 5845818	
AUR - AGENZIA UMBRIA RICERCHE	DANIELE	ADANTI	dadante@gmail.it	347 1010570	
Comune di Foligno	Francesca Rossi	Rossi	francesca.rossi@comune.foligno.pg.it	0742 - 330 241	
Comune di Foligno	Giovanni	Patriarchi	giovanni.patriarchi@comune.foligno.pg.it	3324317323	
ISTITUTO ORFINI - FOLIGNO	ROBERTA	CAMILLI	camilliroberta@police.it	3483043540	
ISTITUTO ORFINI - FOLIGNO	MARIARITA	TRAMPETTI	mariarita.trampetti@hotmail.it	333/2440835	
AUR	M. NICOLETTA	MORETTI	n.moretti@aur-umbria.it	333/9897821	

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Nome e cognome	Ente e ruolo	Firma
Francesco Rossi	Comune di Foligno Funzionario	*signature*
CATIA PIERMARINI	IP "ORFINI" - FOLIGNO	*signature*
MARIAROSA TRAPPETTI	IP "ORFINI" FOLIGNO	*signature*
ROBERTA CAMILLI	IP "ORFINI" FOLIGNO	*signature*
DANIELE ADANTI	AUR - AGENZIA UMBRA RICERCHE ESPERTO DI PROGETTO	*signature*

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VET - FOR URBAN CENTER - Testing of the model in the school - Istituto Orfini
Luogo e data Foligno - 11-12-2019

NOME	COGNOME	FIRMA
ELISABETTA	RINALDUCCI	*signature*
JENNIFER	MAGRUTTI	*signature*
SEMIRE	ISMANI	*signature*
INGRID	PINCA	*signature*
CHIARA	VALENZA	*signature*
ASIA	FAVILLI	*signature*
JASMINE	MINGIORUCCI	*signature*

Direttiva ex D. Lgs 196/2003. I dati personali raccolti tramite la presente scheda sono trattati ai fini della sua registrazione all'iniziativa attraverso strument, anche automatizzati, atti a memorizzare, gestire e trasmettere i dati e, comunque, idonei a garantire la sicurezza e la riservatezza dei dati stessi. Il conferimento dei dati ha natura facoltativa. Titolare del trattamento è Istituto Orfini di Foligno.

+ 13 more similar pages with signatures
Total approximately 100 signatures.

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PROJEKT DOCUMENT 10

Sotra Upper Secondary school and Øygarden Municipality

Identify relevant needs

In order to identify relevant needs, we have the project in context of UN`s Sustainable Development Goals. Several of the goals are highly relevant for this project, e.g. *Quality Education* (4), *Decent work and economic growth* (8), and *Partnership for the goals* (17). The one sustainable development goal that we believe mostly identifies the needs related to this project is goal number 11 – *Sustainable cities and communities.*

About the project

Sotra upper secondary school (Sotra VGS) currently has two departments – Bildøy and Sund. Bildøy is located in a worn and outdated building, and does not meet the requirements of a modern teaching facility. Sund was on the other hand built in 2003 and is fairly new, however, both departments are located away from public transport and services.

Øygarden municipality is located west of Bergen, Norway. In 1971, the Sotra Bridge was built, replacing the ferry as essentially the only connection between Øygarden and the mainland (Bergen). Since then, population har increased massively, and the capacity of the Sotra Bridge has reached its limits. The process of building a new and larger bridge has started, and is expected to be finished by 2026. Along with the new bridge, most of the traffic will be led into a tunnel under Straume, the center of Øygarden municipality. The relocation of the road opens up an opportunity to build the new Sotra VGS in the heart of Straume.

The main identified need for this project is *Sustainable cities and communities* (UN Sustainable Development Goal number 11). How can the school, municipality and local business together can act as an advocate for sustainability? How can the new school become an institution where people come not only to learn, but use its position in the municipality to become a facilitator for social, economic and environmental sustainability? How can the school be a teaching facility for the future?

The new location in Straume will give the school new advantages. Its central location will open up for an easier cooperation with local businesses and the municipality administration, and with a central location close to public transportation, services etc, it is expected that the school will be more attractive to both local students and staff. It will also be easily accessible for public use after school hours, and there is a potential to use the building for more than just a school.

In order to meet the identified need, we believe that the new school will have to have certain qualities:

- Educational programs aimed at fulfilling the local businesses needs for competence.
- Educational programs aimed at socially sustainable and attractive communities, i.e. within the fields of culture and sports.
- Investigate new opportunities for green technology

PROJEKT DOCUMENT 10

This project is based on another established project – the knowledge cluster – where the school, municipality and local business has looked into these issues. In this project, we suggest a plan for public participation in planning the new school.

Case title: The Competence cluster in Straume – New VET school in Øygarden municipality				
7 stages	**Action**	**Stakeholders**	**Resources**	**Other critical factors...**
Exploring opportunities and challenges Opportunities: New upper secondary school planned in Straume, start August 2025. Combined school: VET and general studies This means a great opportunity to create new areas for cooperation between different stakeholders. New location – new opportunities for cooperation with local business, municipality, voluntaries, and a multi-purpose building open for activities also after school hours. Challenges:	Involvement of youth: students in lower and upper secondary schools in the municipality Involvement of older youth 20-25-year-olds. Involvement of parents and the general public. Involvement of school staff Involvement of public educators, administrators, and politicians Involvement of local businesses and industries	County and municipal councils Educators (all levels) Administrators Public social and welfare services Local businesses and industries Students	Human resources within stakeholders' budgets	Creating good processes, getting the right people to talk to each other

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Changes in education, new national curriculum Changing demands in society and working life Need for relevant education to meet future demands Local businesses need local workers Need to combine resources to include and integrate students/workers with minority background Reduce dropout				
Our ambition: The new school, Øygarden upper secondary school, is the centre of a competence cluster, and a hub for education and career planning, and also a centre for health and social services for 16 to19-year-olds. We wish the school to be a meeting point in the local community. The new school could serve as a library, media centre, cultural centre, and could be a multi-purpose school.	Invite all stakeholders to take part at an early stage in the planning process. Arrange surveys, interviews, workshops and conferences	County and municipal councils Educators (all levels) Administrators Public social and welfare services Local businesses and industries Students	Human resources within stakeholders' budgets School budget Funding from county and municipality	Funding Time Opposing views and interests

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Developing and testing	Involve Sotra teachers and other stakeholders to participate in the process of generating and developing ideas. Possible areas: Welfare technology Youth health care Career planning Higher education and local industries; test labs etc.	County and municipal councils Educators (all levels) Administrators Public social and welfare services Local businesses and industries Students	Human resources within stakeholders' budgets School budget Funding from county and municipality Sponsoring from local businesses.	Opposing views and interests Time and funding
Making the case	Meet with decision makers and other stakeholders to present ideas and arguments Use local media to create awareness and engage local community. Also use social media actively, targeting youth especially A meeting took place November 28th 2019 between local chamber of commerce and industry, school, Fjell/Øygarden municipality and Askøy municipality. December 17th 2019 the school had a follow-up meeting with the mayor of Øygarden municipality. Another meeting is arranged between the school, municipality and Western	County and municipal councils Educators (all levels) Administrators Public social and welfare services Local businesses and industries Students and parents	Human resources within stakeholders' budgets School budget Funding from county and municipality Sponsoring from local businesses.	Funding Time Opposing views and interests

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	University of Applied Science, February 14th 2020.			
Delivering and implementing	Mutual and binding agreements between the different partners Decide plan for implementing with milestones Create new project for delivering and implementing The school is still being planned. Our recommendation is to start analyzing the needs among students, parent groups, local community, user organizations, municipality and local business and industry as soon as possible, to make sure that these needs are accounted for while planning the new school.	County and municipal councils Educators (all levels) Administrators Public social and welfare services Local businesses and industries Students and parents	School budget Funding from county and municipality Sponsoring from local businesses.	Timing Responsible leaders who own the project

Growing, scaling and spreading	Establish cross-sectional project groups with members from different groups of stakeholders Involve stakeholders as partners involved in education programmes at different levels. How the new upper secondary school will be adapted to the needs of local community, culture, sports, business and industry, municipality etc, will potentially be an inspiration to other municipalities and regions that are interested in strengthening the cooperation between these mentioned stakeholders.	County and municipal councils Educators (all levels) Administrators Public social and welfare services Local businesses and industries Students and parents	School budget Funding from county and municipality Sponsoring from local businesses.	Create enthusiasm and local involvement
Changing systems	Students must be involved in the different processes, student participation from early stages is crucial Create engagement and understanding from local politicians Involve	County and municipal councils Educators (all levels) Administrators Public social and welfare services Local businesses and industries Students and parents	School budget Funding from county and municipality Sponsoring from local businesses.	Funding Timing Responsible leaders who own the project Create enthusiasm and local involvement

Bildøy, Norway
28.01.2020
Torstein Telle and Erik Henneli (Sotra upper secondary school)
Anne Elisabeth Swensson, Kristina Espeseth og Andreas Nordeide (Øygarden municipality)