

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

# **Proposals for involvement of VET-schools in development of sustainable Urban Centres (stage 1)**

**Active participation in co-operation with municipality/local community and/or local businesses**

## **Intellectual Output 2**

“Educational VET programme for development of Urban Centres”



**Second version**  
Bergen, Hordaland 05.04.2019

Setup by Per Nordmark



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## Intellectual Output 2:

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

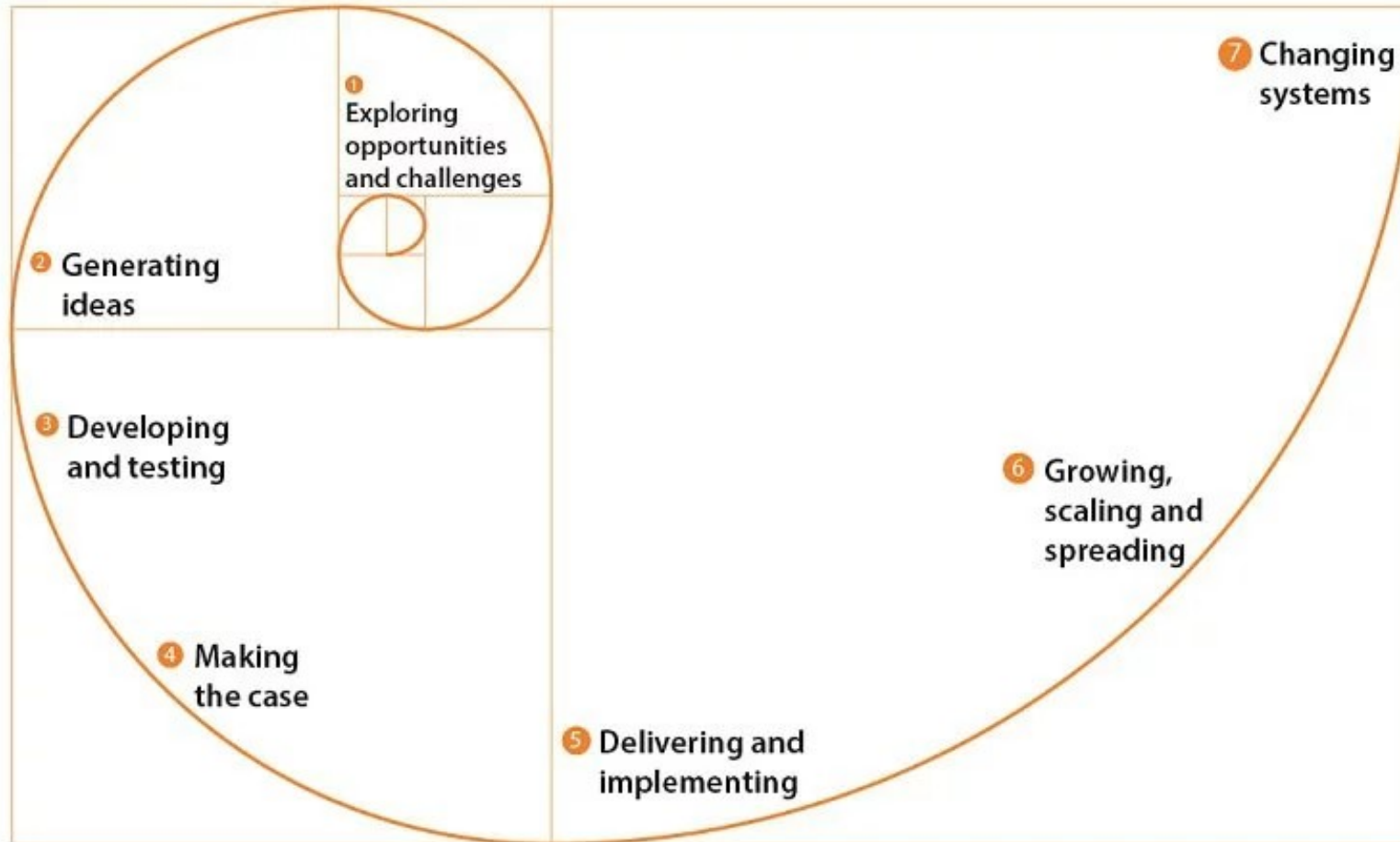
#### “Homework IO 2”

Before the trans-national meeting in Umbria, Italy all partners should:

1. Arrange one or more meeting(s) which involve minimum local community/municipality and VETschool. (The meeting and follow up should be in accordance with the 7 stage processmodel)
2. Describe a proposal for involvement of the VET school, using the 7 stage processmodel up till completion of step 4. Write it into the table.
3. Send the proposal to coordinator by 01. March 2019.
4. The coordinator will put this into one project document. This document then will be distributed to all partners before the trans-national meeting in Umbria.



## 7 stage processmodel



*Illustration of the 7 stage model*

**Case title: The Competence cluster in Straume – New VET school in Øygarden municipality**

7 stages	Action	Stakeholders	Resources	Other critical factors...
<p><b>1 Exploring opportunities and challenges</b></p>	<p><b>Opportunities:</b>                      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.</p> <p><b>Challenges:</b>                      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</p>	<p>County and municipal councils                      Educators (different levels)                      Administrators                      Public social and welfare services                      Local businesses and industries</p>	<p>Human resources within stakeholders' budgets</p>	<p>Creating good processes, getting the right people to talk to each other</p>
<p><b>2 Generating Ideas</b></p>	<p>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 to 19-year-olds. We wish the school to be a meeting point in the local community.</p>			

<b>3 Developing and testing</b>	<p>Involve Sotra upper secondary teachers and other stakeholders to participate in the process of generating and developing ideas.</p> <p>Possible areas:</p> <ul style="list-style-type: none"> <li>- Welfare technology</li> <li>- Youth health care</li> <li>- Career planning</li> <li>- Higher education and local industries; test labs etc.</li> </ul>			
<b>4 Making the case</b>	<p>Meet with decision makers and other stakeholders to present ideas and arguments</p>			
<b>5 Delivering and implementing</b>				
<b>6 Growing, scaling and spreading</b>				
<b>7 Changing systems</b>				

Bildøy, Norway

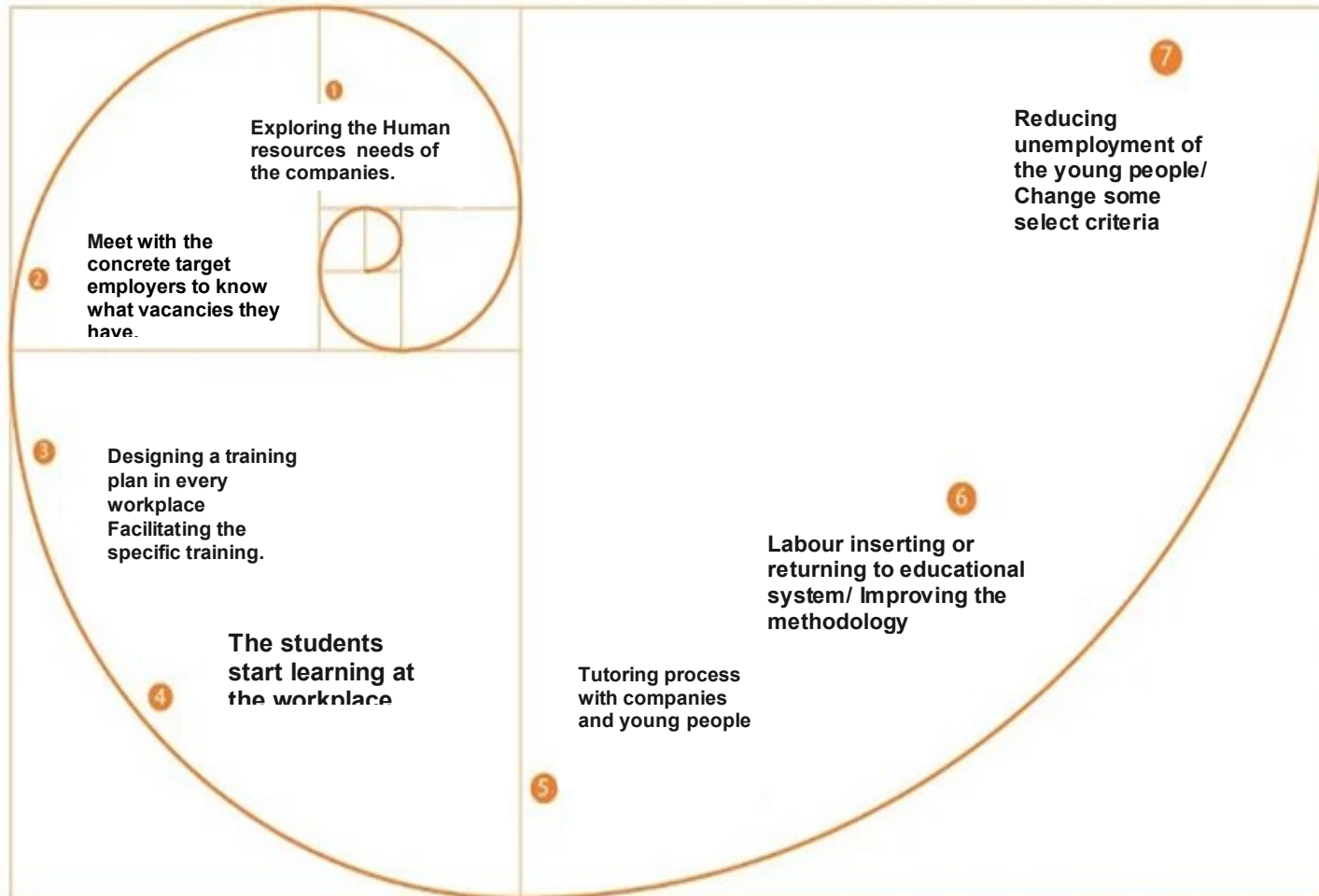
01.03.2019

Ingrid Beate Lægred og Magnhild Hakestad (Sotra upper secondary school)

Anne Elisabeth Swensson, Kristina Espeseth og Andreas Nordeide (Fjell Municipality)

## Barcelona Activa, Catalonia, Spain

Role of Barcelona Activa in each step of the model, working both with the students and the companies in the frame of the programme Fem ocupació per a joves – Employing young people.



Case title: “Employing young people” (Fem ocupació per a joves “We make employment for young people”)				
7 stages	Action	Stakeholders	Resources	Other critical factors...
<b>Exploring opportunities and challenges</b>	<p><b>Challenges</b> 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.</p> <p><b>Opportunities</b> 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</p>	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.	
<b>Generating Ideas</b>	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 from Barcelona Activa, program training materials. European social fund, Catalan government funds and local government funding.	



<b>Developing and testing</b>	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 from Barcelona Activa, program training materials European social fund, Catalan government funds and local government funding.	
<b>Making the case</b>	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.	
<b>Delivering and implementing</b>	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 <hr/> Young people Program officers	Program Officers, tutors of the job, Young people Trainer European social fund, Catalan government funds and local government funding.	
<b>Growing, scaling and spreading</b>	<b>After the previous process, the trainees go on working in the same company,</b>		Program Officers,	

	<p><b>change the company or go back to the schooling system.</b></p> <hr/> <p>From de step 5 onwards the program is reviewed. This analysis opens the possibility to widen the program to other sectors and companies.</p>	<p>Programofficers, Local business Employment Service of the Catalan Government</p>	<p>tutors of the job, Young people Trainer European social fund, Catalan government funds and local government funding.</p>	
<p><b>Changing systems</b></p>	<p>To reduce the youth unemployment.</p> <hr/> <p>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.</p>	<p>Program officers, Local business Employment Service of the Catalan Government</p>	<p>Program Officers, tutors of the job, Young people Trainer European social fund, Catalan government funds and local government funding.</p>	

(Additional text might be added later)

Agencia Umbria Recherche and Instituto Orfini Foligno, Italy

<b>Case title: <u>Presentation of the “VET for Urban Center” Project to Municipality of Foligno and exploring opportunity of Local cooperation on development of urban centres</u></b>				
<b>7 stages</b>	<b>Action</b>	<b>Stakeholders</b>	<b>Resources</b>	<b>Other critical factors</b>
<b>Exploring opportunities and challenges</b>	<p>20 february 2019 3 march 2019</p> <p><i>Presentation of the “VET for Urban Center” Project to Municipality of Foligno.</i> 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 centres have been studied in depth, embracing a wide space of hypotheses of development and sustainability as envisaged by the 2030 agenda.</p> <p><b>- Opportunity</b> Analysis of opportunities for collaboration between the various organizations present at the meeting.</p> <p><b>- Challenges</b> The initiative wants to make school spaces more attractive and flexible, according to the variability of</p>	<p>Secondary school, local business, trade associations, regions and local authorities, agencies for the promotion of innovative projects, Civil Protection Center, local company. In particular, Umbria Region (local authority), AUR (regional development agency), IIS Orfini (Secondary school in VET sector), Municipality of Foligno (Departments for policies for education and training and economic, urban and environmental development); Multiverso Co-working Foligno (Creativity Center, to promote the spirit of initiative and innovation of young people), Umbra Cuscinetti (local company), Centro di Protezione Civile (Civil Protection Center)</p>	<p>EFS – European social funds and Municipality funds</p>	

	<p>the educational methods and the needs of the school community such as information, training activities, laboratories. It can also be intended for citizen participation.</p> <p><b>- Opportunity</b> This is an opportunity for education and the Municipality, the enterprises, to work together in order to promote the culture of sustainability of urban centre.</p>			
<b>Generating Ideas</b>	<p>In evaluating the collaboration and connection hypotheses between AUR and Orfini and the Municipality of Foligno, it was agreed to stipulate a <b>"Memorandum of understanding"</b>.</p> <p>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 centre 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 Sportella Marini area, Parco Hoffman.</p> <p>Led by their teachers and supported by the intervention of external experts the students will contribute to the sustainable development of an area of the municipality of Foligno.</p> <p>Improve the contact between students of all levels, local community and local business</p>	Continuity among the first people involved.	EFS – European social funds and Municipality funds	

<b>Developing and testing</b>	The development and implementation of the project actions will be the subject of a “Memorandum of understanding” that the parties will shortly sign.	Continuity among the first people involved.	EFS – European social funds and Municipality funds	
<b>Making the case</b>	Among the main strengths: - 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.	EFS – European social funds and Municipality funds	
<b>Delivering and implementing</b>	The actions that will involve the students will develop in the next months	Continuity among the first people involved.	EFS – European social funds and Municipality funds	
<b>Growing, scaling and spreading</b>	The aim of the project is to develop skills in creativity, group spirit and cooperation in the students, as well as making sure that young people contribute to the conception and development of sustainability ideas for local territories.	Continuity among the first people involved.	EFS – European social funds and Municipality funds	
<b>Changing systems</b>	Implement a new way of collaboration between the school world and Municipalities for the common good: sustainable urban centre. Give an active role to the students in contributing to the sustainable development of urban centre.	Continuity among the first people involved.	EFS – European social funds	

## Austrheim Upper Secondary School, Hordaland, Norway

Case title: Still un-defined – Title to be made (sketch presentation)				
7 stages	Action	Stakeholders interessenter	Resources	Other critical factors...
<b>Exploring opportunities and challenges</b>	<b>Opportunities:</b> In short time, how to give students the best education. In long time: Using education to become a part of the community <b>Challenges:</b> Transition from one school to another – Example: students with minority background.	Local schools, community, and upper secondary school. We need every single person in our future society.	Human resources (meetings)	Economy
<b>Generating Ideas</b>	Meeting: How to become a better upper secondary school for students with minority background.	The Community/the school system		
<b>Developing and testing</b>	Testing systems, what can the local community help with.	The local Community and the school		
<b>Making the case</b>	The local community and the pupil(s) have to see the benefit	Language is the key to work and implementation in society and businesses.		
<b>Delivering and implementing</b>	A sustainable system between the local community and school, making plans together.			
<b>Growing, scaling and spreading</b>	We have just started a collaboration, and have to wait to see results.			
<b>Changing systems</b>				

## Knarvik upper secondary school

<b>Case example: TAF – Technical/vocational and general studies</b>		
<b>7 stages</b>	<b>Action</b>	<b>Stakeholders</b>
<b>Exploring opportunities and challenges</b>	It has been challenging to recruit and motivate young people with good academic skills to apply for a vocational education, take a certificate of apprenticeship and then apply to colleges and universities	Local business, municipalities and upper secondary schools in our region.  The stakeholders already have good cooperation through students who are in practical training in the companies through the education.
<b>Generating Ideas</b>	The stakeholders want to facilitate the conditions for students who have a high academic level as well as interest in vocational subjects to take a certificate and take higher education and then come back to the companies as engineers. The students who start the vocational training will receive a salary and when students start higher education they can apply for scholarships from the stakeholders	Local business, municipalities and upper secondary schools in our region.
<b>Developing and testing</b>	The first class in this education was within mechanical subjects. Students attend four years and alternate between school and business. The pupils complete a vocational training and general subjects in science with very good grades	Local business, municipalities and upper secondary schools in our region.
<b>Making the case</b>	In 1992 started TAF whit Technical and industrial production	Local businesses within mechanical subjects and upper secondary schools in our region.

<b>Delivering and implementing</b>	The companies and the school present the education to the students who are now applying for upper secondary school. The pupils enter into an agreement on full vocational education with which contains vocational certificates and science subjects that qualify for higher technical education at colleges and universities. They are apprentices and after four years they can apply for educational grants from the companies	The companies and the school develop good routines for interaction in the follow-up and implementation of the education
<b>Growing, scaling and spreading</b>	1996 Electricity and electronics 2000 Building and construction 2007 Healthcare, childhood and youth development  <a href="http://www.taf.no">www.taf.no</a>	Local business, municipalities and upper secondary schools in our region.  We have also been very active in spreading these ideas to other counties and other secondary schools and now there are more than 20 schools which follow this educational system.  <a href="http://www.taf.no">www.taf.no</a>
<b>Changing systems</b>	Anchor the systematic collaboration between business and education in the educational system and the different counties in order to favour a better recruitment of young people to the local industries.	Establish a permanent way of thinking about apprenticeship and access to higher education.



## Knarvik upper secondary school and Lindaas municipality

Case title: Small, fine pearls in Knarvik (sketch)				
7 stages	Action	Stakeholders	Resources	Other critical factors...
<b>1 Exploring opportunities and challenges</b>	<p><b>Challenges:</b> Knarvik, the region center, is dominated by cars. It's an unattractive place for pedestrians, planned with the car – instead of people – in focus. There are few attractive walkways and meeting places.</p> <p>Grown ups who have the possibility, uses in general the car instead of walking.</p> <p><b>Opportunities:</b> Change Knarvik into an attractive area where people wish to spend time as a pedestrian and where they can find inviting, outdoor meeting spots and places to sit down, and that can be realized quickly while we wait for the 40-years perspective plan of Knarvik centre to realize.</p>	<ul style="list-style-type: none"> <li>▪ Knarvik upper secondary school</li> <li>▪ The Planning department in the municipality.</li> </ul>	Human resources at the school and in the municipality + money from the municipal budget and possibly also the County Council?	
<b>2 Generating Ideas</b>	<p>Start with the largest group of people that actually walk here today: pupils at the upper secondary school, with about 1 000 pupils in total.</p> <p>Most pupils come to Knarvik by bus, bike or by foot. They use the outdoor spaces. We wish that those who go a few years to the upper secondary school want to come back.</p>		The Design education line at Knarvik upper secondary school.	

	<p>Attractive surroundings will hopefully lead them to see greater qualities in the area.</p> <p>We want to give young people an opportunity to both become aware of their own surroundings and at the same time give them an opportunity to influence the design of the environment.</p> <p>Involve the pupils in pinpointing walkways and outdoor spaces in Knarvik they think should and can be made more inviting with small projects that are easy to realize.</p>			
<b>3 Developing and testing</b>	Develop ideas and testing out models for how to improve different spots in Knarvik.			
<b>4 Making the case</b>	The Design education line at Knarvik upper secondary school pinpointing in cooperation with the Planning department places in Knarvik that they want to make more inviting. Making outdoor places where they would like to stop and hang around.			
<b>5 Delivering and implementing</b>				
<b>6 Growing, scaling and spreading</b>				
<b>7 Changing systems</b>				



