

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

PROJECT DOCUMENT 7

Intellectual Output 1

Local cooperation on development of sustainable urban centres, including VET

Introduction

One of the objectives for the establishing the strategic partnership “VET in Urban Centres” was the objective related to IO 1:

“Describe a model for sustainable local cross-sectorial cooperation on development of urban centres, including VET sector. The model will be developed based on identification of best practises found in trans-national meetings, site visits etc. and in workshops. The model will be used transnationally.”

The strategic partnership wanted to investigate relevant organisational structures, possible ways of co-operation and useful methods for establishing cooperation between Municipalities, VET schools/ VET providers and local businesses on addressing sustainable development of urban centres. Through a 27 months project period including 6 trans-national meetings possibilities and ways of cooperation has been investigated. Site visits and meetings have been important elements, - as well as partners’ local meetings with relevant stakeholders and partner’s homework.

In partners’ home regions; Barcelona - Catalonia, Gorenjska - Slovenia, Umbria – Italy, and Hordaland – Norway partners actively have established contact between VET schools, local businesses and local municipalities and discussed, - and to various extent established ways of cooperation and interaction. In some cases, there are ambitions to institutionalise future cooperation.

Based on this work the partnership has agreed on describing a model; the **7 stage processmodel** which is considered effective for establishing and developing co-operation on sustainable development of urban centres, however also on other topics.



What is found to be the most important issues to focus and address in the various 7 stages of the process is listed under each stage. This brief and concentrated presentation is considered a useful reference, and a handout both for the partners, - but hopefully also for others with similar ambitions.

In this document the brief and concentrated presentation is given as the first part (page 3 – 5). Then follows presentations of experiences and result from the various partners on selected projects (from page 6).

Model for sustainable local cross-sectorial cooperation on development of urban centres, including VET

A 7 stage processmodel

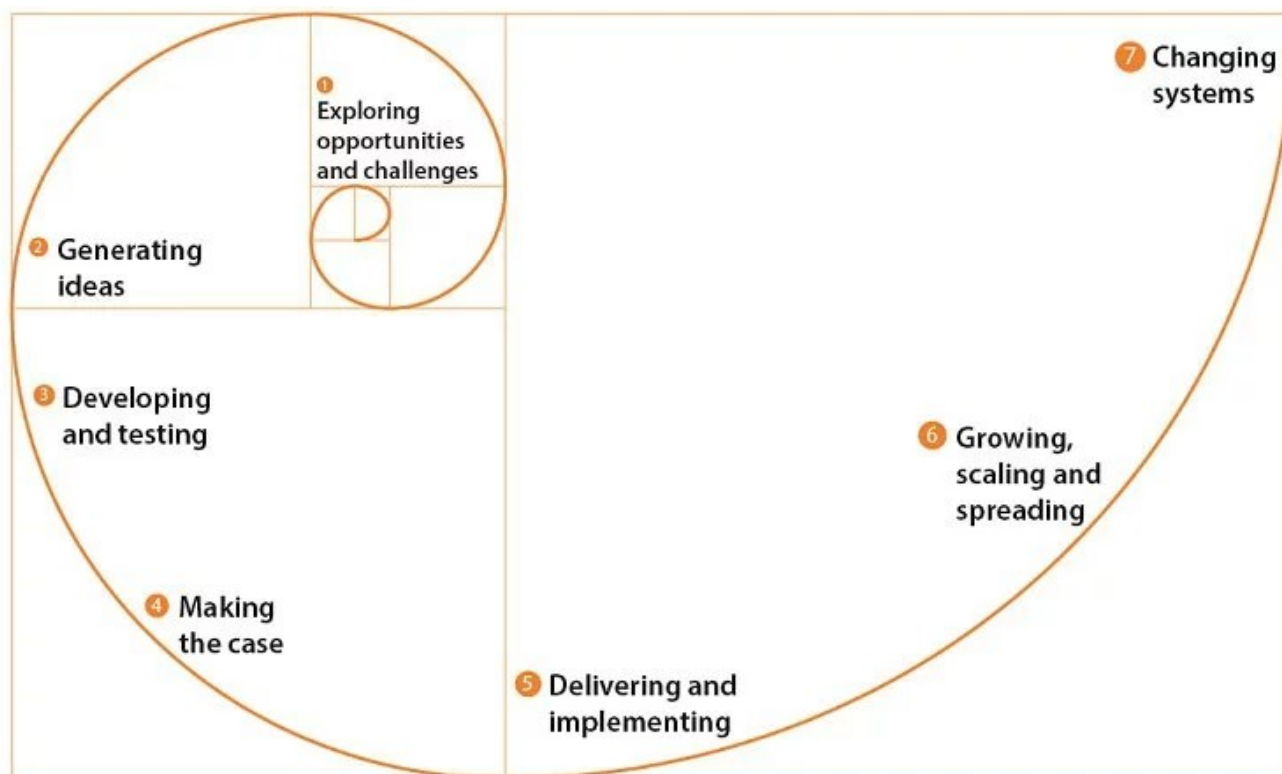


Illustration of the 7 stage model

7-Stage Processmodel

Important issues related to each stage – presented as bulletpoints

1 Exploring opportunities and challenges

- Look at the organisation's Vision, Mission and Values. If not available: Define these!
- Identify real needs and challenges – do research and use available contacts to obtain a correct and good understanding of the situation.
- Reflect on who are the relevant stakeholders for the actual case. Involve relevant Stakeholders!
- To achieve establishment of new relationships/ partnership; start with existing contacts, - present needs and ideas, - then plan together how to approach the relevant organisations/ departments/ stakeholders. Then, - do what you have planned!!
- Most organisations value and want co-operation on relevant issues. However, co-operation is often limited due to lack of capacity and initiative. Be ambitious and active in search for co-operation! – Consider co-operation an instrument for improved performance, better results, stronger motivation and a better approach.
- Involve the students/ employees/ key stakeholders in processes to identify opportunities and challenges.

2 Generating ideas

- Generate ideas based on knowledge and experience.
- Develop ideas with ambitions of sustainable development; - environmentally, - socially - economically.
- Develop ideas for new or adjusted actions and activities based on already defined challenges and/or existing plans.
- Check out existing plans and strategies under governments and/ or businesses/ industries etc.
- Create an environment of trust, transparency and confidence among all involved.
- Develop ideas in an atmosphere of openness, confidence and expectations of common benefit.
- Actively involve relevant stakeholders and bearers of competence in brainstormings, discussions and workshops.
- Establish a lasting and well-defined structure for how and when to work on creations and updating of ideas. Distribute responsibilities clearly among participants.

3 Developing and testing

- Use participatory planning.
- Make a clear policy, define goals and make an action plan.
- Anchor the goal(s) and the plan(s) with the relevant institutional body(s) or person(s) - stay with and be loyal to the plan!
- Be specific: Make specific plans for specific targets (like specific training for specific jobs).
- Create involvement! - Allocate enough time and resources to be able to work efficient and reach to results.
- Create relevant forums and structures to secure participation and contribution – use formal contracts.
- Search for contributions: Those who benefit should also contribute.

4 Making the case

- Get updates on local government's plans related to Sustainable Development of Urban Centres.
- Describe the case and the action plan in a comprehensive way: Why, what, when, how, who.
- Establish a clear and well-defined structure for implementation including distribution of responsibilities.
- Use memorandum of understanding (MoU) and agreements to secure implementation.
- All parties involved/ affected by the case meet and discuss the actual matter – “Round Table Approach” - when establishing the case. Use “Round Table” also during time of implementation.
- For education:
 - High focus on attitude to work.
 - Give focus to “real life experiences”! Much of teaching, training and practical work experiences to be done by working in businesses/ organisations/ institutions.
- Key personnel and officials committed to the case should be involved and have a role in highlighting the case on public arenas.
- Consider using elements of competition to increase motivation and/ or teamwork.

5 Delivering and implementing

- Actively invite in stakeholders and participants and create a recourse group.
- Distribute duties and responsibilities clearly.
- Make a detailed plan for the implementation of the case including the following: – Important actors – Information work – Meetings.
- Share good and relevant information actively; - create relevant and good areas/ platforms for information sharing – focus on motivation.
- Make exhibitions of products/results where students are involved/ make exhibitions of students work.
- Check and follow up that all parties do their part; local government – schools – businesses - municipality.
- Give feedback to stakeholders, partners and participants on developments and results.

6 Growing, scaling and spreading

- Develop closer cooperation between actors/ stakeholders when relevant.
- Create positive relationships – not only formal contacts and agreements.
- Widen the program to other sectors and/ or companies/ institutions.
- Consider always the environmental, social and economic implications of the case/ program.
- Distribute responsibility to persons with a strong interest and involvement in the case.
- Allowing students in teaching and training to use their creativity for “sustainable development of urban centres” might give access to new approaches and improved results.

7 Changing systems

- Create new attitudes/ new mind-sets concerning goals – methods – ways of working. The attitude is more important than the knowledge.
- Approval, contribution and support by authorities are important for success. Give or get formal backing and approval for plans, strategies and activities.
- Occasions where possibilities and challenges are in focus might initiate changes. Competition and rewards might stimulate action and creativity. Relevant occasions might be: - Information Day – Career Day – Competitions etc.
- Evaluate the situation, the partners, the contributions, the objectives, the timelines etc.
- Make plans for how to invite and welcome participants into projects and processes.
- Make plans for the case/ project for a longer period and be patient – things take time to achieve the expected result!

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

**Good Practices
Examples by Partners presented in
7-Stage Prosessmodel**

Intellectual Output 1
“Local cooperation on development
of urban centres, including VET”



Bergen, Hordaland 20.02.2019

Setup by Per Nordmark



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Intellectual Output 1:

Local cooperation on development of urban centres, including VET

The objective for the partnership on IO 1:

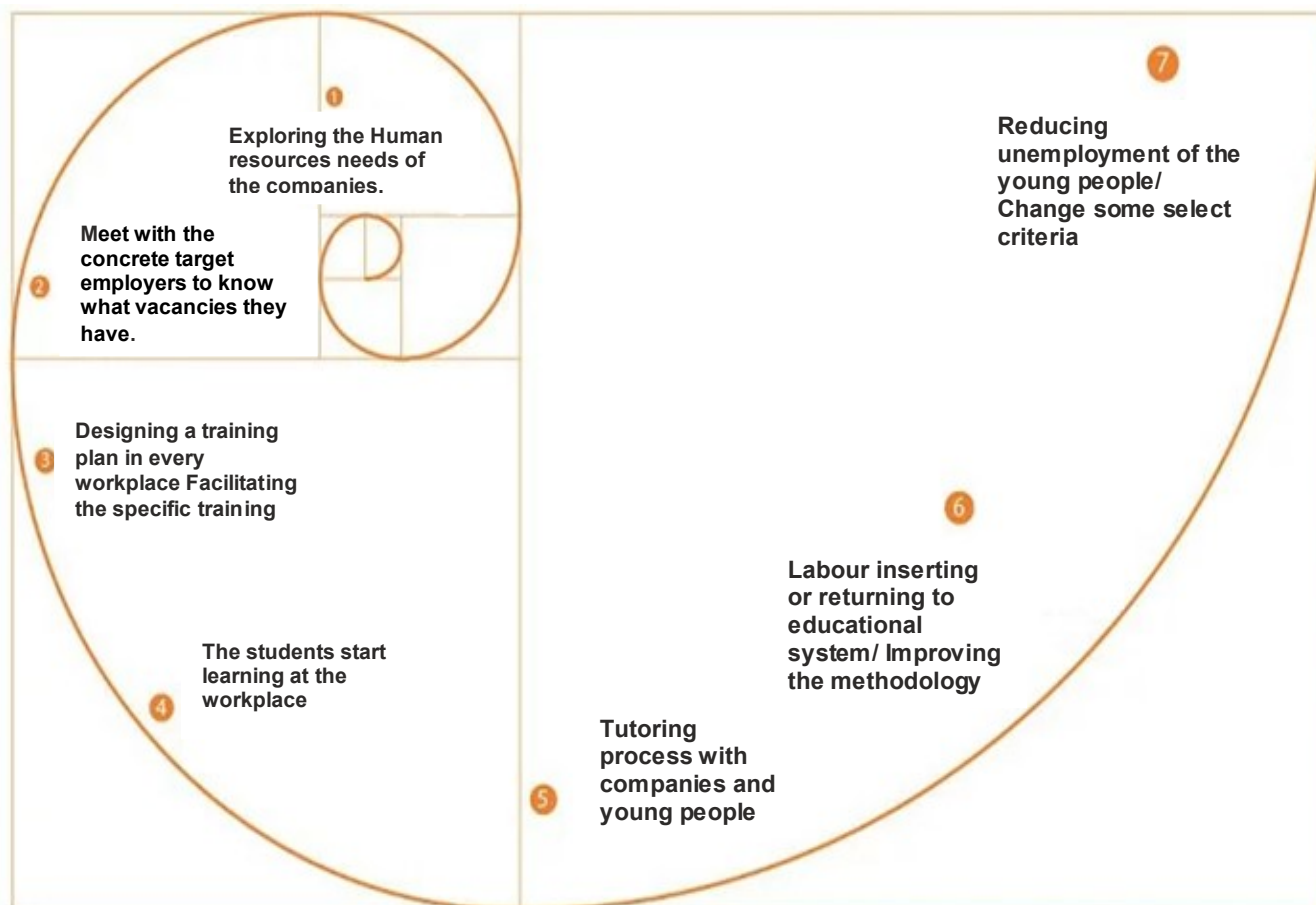
“Describe a model for sustainable local cross-sectorial cooperation on development of urban centres, including VET sector. The model will be developed based on identification of best practises identified in trans-national meetings, site visits etc. and in workshops. The model will be used transnationally.”

In the trans-national meeting in Barcelona, the partnership agreed to use the 7 stage processmodel on intellectual output 1 and 2.

All partners in the project “VET in Urban Centres” have identify at least one project, experience/ practice related to Intellectual Output 1, and have described it as Best/Good Practice. In this document Best/Good Practices are presented in the 7 stage processmodel to give practical examples and experiences in using the model.

Barcelona Activa, Catalonia, Spain

Role of Barcelona Activa in each step of the model, working both with the students and the companies within 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...
Exploring opportunities and challenges	<p>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.</p> <p>Opportunities 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.	
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 from 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 from Barcelona Activa, program training materials 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 <hr/> 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. <hr/>		Program Officers, tutors of the job, Young people	

	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	Trainer European social fund, Catalan government funds and local government funding.	
Changing systems	<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.</p> <p>After some years of experience many companies have developed welcoming plans to their new employees and apprentices.</p>	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.	

Knarvik Upper Secondary School, Hordaland, Norway

Title	<i>TAF – Technical/vocational and general studies</i>
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This document is not transferred into the 7 stage processmodel

Austrheim Upper Secondary School, Hordaland, Norway
 (a school closely cooperating with Knarvik Upper Secondary School)

Title	<i>Wooden Bridge Project</i>
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This document is not transferred into the 7 stage processmodel



Sotra Upper Secondary School, Hordaland, Norway

Case title: “Vocational coordinator”				
7 stages	Action	Stakeholders	Resources	Other critical factors...
Exploring opportunities and challenges	Develop clear strategies and lasting structures for a comprehensive 4-year education for all who choose vocational education	Politicians School owner (Hordaland County Municipality) Upper Secondary schools Vocational Training office Local business	Steering - group Project - group 5 Vocational co-ordinator from different secondary schools	

Generating Ideas	Increase implementation and get more apprenticeships	Politicians School owner (Hordaland County Municipality) Upper Secondary schools Vocational Training office Local business		
Developing and testing	In Hordaland County Municipality, only one third of the students how starts on a vocational education, completing a trade certificate. Some of these graduates with academic qualifications, but a large part fall short of non-academic and non-academic qualifications.			
Making the case	The county council decided in June 2016 that a project should be initiated with vocational coordinators. The project was to be completed in 2017 and 2018. In June 2017, 5 vocational coordinators started in the project. The project was extended until 2019.			
Delivering and implementing	<ul style="list-style-type: none"> - Systematize and develop business and school collaboration - Information activities towards students and businesses - Connect with current businesses in the region - Get more companies that will train apprenticeships in the region - In cooperation with the school, arrange for students to be deployed for practical work in companies - Support and assist students in transition from being a student at school to apprenticeship - Participation in a project group led by the vocational training office - put in place lasting structures and working methods that can be transferred to other schools in the county 	<p>Working closely with local business life</p> <p>Working closely with teachers and management at school</p> <p>Working closely with other collaborators, such as training offices</p> <p>Creates and tests systems and structures, conferences, meetings and close dialogue</p>		

Growing, scaling and spreading	closer cooperation between school and business			
Changing systems	Get all parties to think about the 4 year holistic course and that a student / apprentice has not reached his / her goal before a certificate has been obtained			

Agencia Umbria Recherche, Umbria, Italy

Case title: "A scuola d'impresa" A Business School - EBG- European Business Game				
7 stages	Action	Stakeholders	Resources	Other critical factors...
Exploring opportunities and challenges	<p>Challenges Work can be carried out either in dependencies or independently. The orientation towards culture and business creation is essential that it starts as soon as possible in schools in order to guide young people and encourage choices for training and job placement.</p> <p>In deciding and doing, children 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 entrepreneurial idea, intensifying interpersonal relationships.</p>	Secondary school, local business, trade associations, regions and local authorities, agencies for the promotion of innovative projects in the field of education and training. In particular, Umbria Region (local authority), AUR (regional development agency), Ecipa Umbria (associates zones of entrepreneurs), Regional Education Office (public	EFS – European social funds	



	<p>Opportunities This is an opportunity for education and the enterprise world to work together in order to promote of the culture of enterprise and necessary skills to do enterprise. When students identify innovative business ideas, they activate a whole process that involves various actors, businesses and citizens, and that produces positive effects and impacts for local sustainable development.</p>	<p>sector education sector), schools, local companies.</p>		
<p>Generating Ideas</p>	<p>Among the main objectives of the project, spread the business culture in schools and develop the entrepreneurial spirit by providing the skills necessary for business creation, also through comparison with other national and European companies. The students, divided into teams, following a targeted training and activation of simulation games, realize a real business project starting from an idea identified by them. Organized as a game, "business simulation" has developed knowledge of doing business and business Led by their teachers and supported by the intervention of external consultants/experts the "student-entrepreneurs" have "played" by simulating the creation of their own business. Over 150 business ideas have been developed, many of which are linked to sustainable development, including the historic centers and areas of tourist interest of the Umbria Region (Lake Trasimeno, Amelia, Foligno, Gubbio, Amelia, Terni, Città di Castello, etc.). The training course includes a training phase in the classroom, competitions at regional, national and European level. Education and local business arranges a exhibition in order to showcase the combination of ICT, technology and competencies for to do enterprise. Improve the contact between students of all levels, local community and local business</p>		<p>EFS – European social funds</p>	



<p>Developing and testing</p>	<p>In each school a training course of a total duration of 80 hours was held during the school year, divided into 3 actions: theoretical classroom training on management and business subjects (32 hours); Business plan workshop (40 hours); case studies, visits, testimonials (8 hours). At the end of the training course, a series of competitions were held (at regional, national and European level) with the aim of selecting and rewarding the best business ideas. the project is linked to the EBG - European business game network, comprising 11 participating countries: Italy, Scotland, Denmark, England, Faroe Islands, Greenland, Czech Republic, Slovakia, Croatia, France and Latvia, South Tyrol and French Guiana . EBG ends each year with the European meeting and with the competition of young students taking place in one of the countries belonging to the network</p>	<p>Secondary school, Local business, trade associations, regions and local authorities, agencies for the promotion of innovative projects in the field of education and training. In particular, Umbria Region (local authority), AUR (regional development agency), Ecipa Umbria (associates zones of entrepreneurs), Regional Education Office (public sector education sector), schools, local companies.</p>	<p>EFS – European social funds</p>	
<p>Making the case</p>	<p>To spark the interest of young people, "A scuola d'impresa" proposes an interdisciplinary pedagogical approach, focused on laboratory activities and practical experience. The success of the "A scuola d'impresa" project 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:</p> <ul style="list-style-type: none"> - 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; 	<p>Continuity among the first people involved.</p>	<p>EFS – European social funds</p>	

	- the importance given to creativity, to the spirit of initiative and innovation of young people.			
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. The corrective measures implemented during the three editions, on the other hand, have allowed the Model to grow, to become increasingly effective.	Continuity among the first people involved.	EFS – European social funds	
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 of business ideas for local territories. By competing at regional, national and European level, the project intervenes on several levels: local, national and international.	Continuity among the first people involved.	EFS – European social funds	
Changing systems	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. For more information you see Website w.scuolaimpresa.net	Continuity among the first people involved.	EFS – European social funds	

Instituto Orfini Foligno, Italy

Case title: <i>“Piedibus for Foligno” – P.f.F. - Instituto Orfini Foligno, Italy</i>				
7 stages	Action	Stakeholders	Resources	Other critical factors...
Exploring opportunities and challenges	<p>Challenges Safe home-school-home routes for wellness and environmental sustainability are those proposed by "Piedibus for Foligno", a project that allows 25 "Santa Caterina" primary school children to reach the school building on foot following a pre-established path, led by volunteers.</p> <p>Opportunities The initiative is a way to oppose the sedentary nature of children, to give the opportunity to familiarise themselves with the city and the rules, to experience a different mobility in the city centre and to have an additional educational opportunity for growth, by adopting a healthy lifestyle. It is a project that aims to improve the quality of healthy life, as well as to taste and know the city.</p>	Municipality of Foligno (Departments for Children's Policies, policies for education and training and economic, urban and environmental development); Asl 3 (Local Health Authority), Auser (voluntary association); Foligno Comprehensive "Institute 1".	Volunteer work	
Generating Ideas	<p>It is therefore a project that aims to improve the quality of life, tasting and knowing the city as well. The project emphasizes health and a different way to live the city and especially the historical centre. The main aims of Piedibus project are:</p> <ul style="list-style-type: none"> -To encourage children to walk; -To teach young children to orientate; -To explore neighborhood; 	Continuity among the first people involved.	Volunteer work	



	<ul style="list-style-type: none"> -To reduce traffic and pollution; -To encourage students to socialize and get fun; -To encourage children self-confidence; -To give good lifestyle examples. - Improve the collaboration for a common goals between Municipality, Local Health Authority, voluntary association and School. 			
Developing and testing	<p>Children, led by volunteers of the AUSER association, go to school in groups starting at 7.50 a.m. from a decided place and then return back to the same point at around 4 p.m. in the afternoon. Children are divided into two groups: the red line, 12 children, including those between the first and third grade, and the blue line, consisting of 13 children, which includes those between the third and fifth grade. Piedibus is therefore a moving "human bus" formed by a group of more or less numerous children, accompanied by two or more adults, with stops, timetables and an established path. Adults have, respectively, the role of "drivers", if they are at the head of the line, and "controllers" if they are at the end. Children are supposed to go to school in groups, following an established path and collecting "passengers" at the "stops" arranged along the way. Piedibus always travels, with all weather conditions: each component wears a reflective vest and, if necessary, a rain-resistant cape supplied by the organization.</p>		Volunteer work	
Making the case	<p>The success of the project is evident from the constant participation of children: the number of the participants vary from 22-23 to 25 students every day any season of the year. Some parents support the project and regularly meet other</p>	Continuity among the first people involved.	Volunteer work	



	parents to persuade them to make their children participate in the initiative.			
Delivering and implementing	Main strength of the project is improving children self-confidence and orientation skill. Main weakness is the difficulty of implementing the initiative in the city of Foligno in other schools because of the lack of voluntary staff that can be used at purpose.	Continuity among the first people involved.	Volunteer work	
Growing, scaling and spreading	The actual best practice need to be implemented and repeated in other cities and environments The project can be transferred to other urban centres.	Continuity among the first people involved.	Volunteer work	
Changing systems	The main issues was organizing children at the beginning of the project; after the start everything was more fluent and easily achievable. The project was very successful because it had the contribution of different authorities of the Municipality. He also emphasized healthy urban lifestyles. The main goals and results of the project are: Health: Piedibus offers everyone the opportunity to do healthy exercise Safety: children who go to school by "Piedibus" are part of a large and visible group supervised by adults and volunteers Citizenship: Piedibus helps children acquire "pedestrian skills", making them able to cope with everyday traffic Socialization: children develop a strong sense of integration and sharing The environment: using Piedibus helps to reduce traffic around schools and air pollution, thus improving the environment for the benefit of all the people Breathe better: car running causes much more air pollution than walking.	Continuity among the first people involved.	Permanent financial budget and funding collaboration with voluntary association	

Instituto Orfini Foligno, Italy

Case title: «My School Looks Smart»				
7 stages	Action	Stakeholders	Resources	Other critical factors...
Exploring opportunities and challenges	<p>Challenges The initiative wants to make school spaces more attractive and flexible, according to the variability of 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>Opportunities Therefore, the co-planning of the school and the citizens community favors the matching of their needs, guaranteeing the enhancement of specificity, attitudes and creativity.</p>	Local Authority -Province of Perugia; ViaIndustriae Association – Foligno; Ariel Social Enterprise – Foligno; Italian Environment Fund Delegation of Foligno	Funds granted by local authorities and Volunteer work	
Generating Ideas	The project stems from the idea of creating spaces that are functional to learning, allowing the "school time" to be remodeled, making students stay more flexible and pleasant, both in moments of learning and in relaxation or socialization. The welcoming school is a beautiful school where the space is ethical and enhances socialization, respect, reciprocity; it is equipped and allows everyone to work peacefully and to the best of their ability; it is a promoter of students' creativity, of their motivation to study and of their vocations, of the ability to perceive beauty understood as a true form of aesthetic intelligence that enriches knowledge through its ability to read reality in terms of equalities, differences, originality and surprise.	Continuity among the first people involved.	Funds granted by local authorities and Volunteer work	



<p>Developing and testing</p>	<p>Students of the involved Institutes (about 1100), aged between 14 and 20, of both genders; students with special needs. The students of two Institutes have been involved from the early planning stages of this design action. The first phase concerned the analysis of the context and its needs from a participatory planning perspective, the pupils were involved in three focus groups. In the first group, the class and the institute representatives gathered in their respective assemblies, read the announcement and collected useful elements through a discussion that saw them actively participating. In the second focus group the representatives became spokesmen in their own classes of the action to be undertaken starting discussions in the assemblies and collecting other useful elements. They presented these elements in a summary document in the Assembly of the Institute, third focus group. In the second phase the ideas allowed to build the project of a welcoming and beautiful school. The students' participation from the early planning stages has allowed to stimulate the comparison and participation, to promote accessibility and sharing of information, responsibility and motivation, debates on the "substance" of the issue; has promoted participation as a gym for active citizenship and an experience on the functioning of the system (strengths and weaknesses).</p>	<p>Continuity among the first people involved</p>	<p>Funds granted by local authorities and Volunteer work</p>	
<p>Making the case</p>	<p>These objectives are meant to adapt and integrate the changing needs of the use of shared spaces by recovering and redeveloping them. The school spaces that we want to redevelop belong to a structure built in the '70s: External space belonging to the two educational institutions Area of the courtyard facing the fashion lab characterized by a Roman bridge that a class of the "Istituto Professionale"</p>	<p>Continuity among the first people involved</p>	<p>Funds granted by local authorities and Volunteer work</p>	



	<p>is studying. The class is examining its history, characteristics, and everything else that can (re) build a strong link between knowledge and cultural protection.</p> <p>A common atrium formed by a large space where bulletin boards and work stations will be placed to show “on continuity actions” with the 1st grade secondary school and with the postgraduate orientation co-managed by the students.</p> <p>Classroom currently intended for students during the lunch break, but lacking adequate and pleasant furnishing. This large space can become multi-purpose, a place for learning in the morning, socializing and relaxing during break time. This space can be used by the students of both schools and will be a reference point for the pupils' representatives and will be open to the territory.</p>			
Delivering and implementing	<p>In the implementation phase, the students "have acted" actions of citizenship, conceived and designed by them and have given life to creative "building sites" for the redevelopment of the school in which the ideas and proposals resulting from the previous analyzes have been realised. This phase was managed during school time and after school time. This action starts from the territory-school and returns to the territory-school as responsible citizens. School as a starting point and point of arrival.</p>	Continuity among the first people involved and other local authority and associations	Funds granted by local authorities and Volunteer work	
Growing, scaling and spreading	<p>The redevelopment of school spaces is characterized by order, functionality, differentiation, attention to detail and communication that develops sensitivity towards the themes of quality, including aesthetics, of spaces. Facilitate meeting places between education and local authority</p>	Involve more key actors	Funds granted by local authorities and Volunteer work	

Nordhordland Naeringslag, Hordaland, Norway

(Co-partner of Hordaland County Council)

Case Title: <i>«Apprenticeship guaranteed»</i>				
7 stages	Action	Stakeholders	Resources	Other critical factors.
Exploring opportunities and challenges	<p>There's been challenging to give our students apprenticeship.</p> <p>We saw that teachers in vocational education were good at using companies that take apprentices when the students were out in practice.</p>	<p>Local business, municipalities and upper secondary schools in our region.</p> <p>We have always had good contact with the teachers when they are going to have students in practice. And they've shared with us which businesses they use. And they have asked for new once it was necessary.</p>	<p>A resource group of persons who have worked in the companies.</p> <p>Teachers at the second year in the VET education.</p>	
Generating Ideas	<p>We wanted to give all the students in VET education in our region an opportunity to get an apprenticeship guaranteed.</p>	<p>Local business, municipalities and upper secondary schools in our region.</p>	<p>A resource group of persons who have worked in the companies.</p>	
Developing and testing	<p>We have had close contact with the teachers at three different upper secondary schools and helped to convey contact with local working life who wants apprentices.</p>	<p>Local business, municipalities and upper secondary schools in our region.</p>	<p>A resource group of persons who have worked in the companies.</p> <p>Teachers at the second year in the VET education.</p>	

Making the case	In 2017 the resource group talked about the opportunities to get an apprenticeship guaranteed.	Local business, municipalities and upper secondary schools in our region.	A resource group of persons who have worked in the companies.	
Delivering and implementing	A plan for how we had to think, and who were important actors in the cooperation, were set up.	We started to do the information work! It has been a lot of meetings.	A resource group of persons who have worked in the companies. And the teachers at the second year in the VET education.	
Growing, scaling and spreading	Check that all the actors do as they do today and maybe a little more.	Local business, municipalities and upper secondary schools in our region.	A resource group of persons who have worked in the companies.	
Changing systems	Anchor the systematic collaboration between business and education in the local region, in order to promote skills.	Establish a permanent way of thinking about apprenticeship.	The teachers at the second year in the VET education.	

Hordaland County Council, Norway

Title	<i>Increased completions – more apprentices («Auka gjennomføring – fleire ut i lære»)</i>
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This document is not transferred into the 7 stage processmodel

Fjell Municipality, Norway

Title	<i>Energy Fair «Energimessen»</i>
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This document is not transferred into the 7 stage processmodel

Šolski center Kranj, Slovenija

Case example: Kranj School Centre, Slovenia Summer Festival of Innovative technologies FIT				
7 stages	Action	Stakeholders	Resources	Other critical factors...
Exploring opportunities and challenges	<p>Challenges The vision of Kranj School Centre is:</p> <p>VISION WE ARE EDUCATING FOR THE PROFESSIONS OF THE FUTURE WITH CONTEMPORARY KNOWLEDGE AND GOOD HUMAN RELATIONSHIPS among all the participants. Commitment to the institution and cooperation with industry are among the most important ingredients of our success in educating secondary and high school students.</p>	<p>The vision of Kranj School Centre can only be realized by cooperation with our local stakeholders. In our particular case, the emergence of The Summer Festival of Innovative Technologies was a result of the Robot's Day event that has been organized traditionally in November for those primary school pupils who are thinking of enrolling in the programmes of our school. The attendance has been very good every year as the pupils have always been accompanied by their parents. The Robot's Day was held this year on 28th of November in the afternoon and the pupils could take part (on the basis of their applications) in a number of workshops, namely:</p> <ul style="list-style-type: none"> • designing an OTTO robot • CAD/CAM and CNC 	<p>At the beginning, the preparation of The Summer FIT Festival required a lot of innovative ideas and mainly the teachers' volunteer work to achieve the standard it has today.</p>	



	<p>MISSION</p> <p>At Kranj School Centre, we are creating and transferring knowledge to equip our students for a successful entrance in the global environment.</p> <p>VALUES</p> <p>Diligence, professional competence, innovativeness, ethic, cooperation, positive attitude, care for the environment.</p> <p>Opportunities</p> <p>Kranj School Centre cooperates with many companies, including the OpenLab laboratory and indirectly The Faculty for Electrical Engineering in Ljubljana.</p>	<ul style="list-style-type: none"> • Programming • Electrical engineering • Automation • Electronics for fun • Designing an electronic circuit for LED flashing lights • Design your own electronic circuit • Computer aided measurements • Pneumatics • Lie detector • Computer programming for fun • from 3D animation to CNC product <p>:</p> <p>The Robot's Day was actually a starting point for The Summer Festival of Innovative Technologies FIT as many of the primary school pupils and their parents showed real enthusiasm about the presented technologies.</p> <p>Link to an article about Robot day at the national TV: https://4d.rtv slo.si/arhiv/slovenska-kronika/174580578?fbclid=IwAR3ljNAJDfFS0uXumQ3-BtDq0iQmQ-</p> <p>Since the Municipality of Kranj wants to promote technical education, they contacted a well-known lecturer from the field of Electrical Engineering who established OpenLab in Kranj. Kranj School centre has</p>		
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		been cooperating with the company because it keeps developing innovative solutions. The Municipality of Kranj organizes visits to successful companies for teachers at least once a year.		
Generating Ideas	The ideas also emerge every year during the Information Day. Our School Centre has had a tradition of some years to organize, in cooperation with local entrepreneurs, an exhibition of technical products made by our students, which is usually visited by their sponsors as well.	The activities from The Robot's Day actually continue on The Information Day which is held at all schools on the same day in the beginning of February. An exhibition of all the products made by our students is held in the school hall and when the primary school students who are interested in the enrolment see them, new ideas start to emerge.	There was a lot of work to do by secondary school and college students as well as their mentors.	The crucial factor is that the realization of the idea to produce technical products requires involvement of sponsors from the local area. It is a fact that technical material is very expensive. However, companies realize that technically talented students will become their work force in future.
Developing and testing	Many of the exhibited products are a result of different projects which are all inside the required evaluations.	The work in projects often called for cooperation with the Municipality of Kranj, companies in Gorenjska region and the innovative OpenLab laboratory, which is why Kranj School centre created a network of companies that cooperate in an association called Konektor. The representatives of all the companies have signed an agreement to cooperate.	There was also an additional work to create a network of companies which Kranj School Centre cooperates with and which help us by presentations and occasional donating	

			technical teaching materials.	
Making the case	This cooperation gave birth to the idea of FIT Summer Festival.	The people involved are those who came up with the idea in the first place. They have always supported the development of technical culture and early technical education of children.	The creation of The Fit Summer Festival also involved the knowledge which the teachers gained in their free time when they dealt with the topics they were interested in.	There is a need for a lot of contemporary fresh knowledge young teachers while the older generation of teachers need lifelong education.
Delivering and implementing	All our exhibitions (The Robot's Day, Information Day) are open to the public, and visitors are invited to come via our official web site.	For the 70-year jubilee a similar exhibition was prepared and was visited by the President of Slovenia Borut Pahor and some of the ministers of his government.	As the exhibition of technical products made by our students is very important for the development of technology in our region, they are supported by the Municipality of Kranj as well.	
Growing, scaling and spreading	The Konektor Association, which connects companies that cooperate with Kranj School Centre, is increasing in numbers.	The members of the FIT Summer Festival are also all primary schools where the participating pupils come from and we are happy to see the numbers increasing.	The Municipality of Kranj is aware of the importance of technical education of our youth so it participates in the financing of the event.	
Changing systems	The Konektor Association, which connects companies	Kranj School centre cooperates with companies through practical work that our	The financing from the Municipality of Kranj	We hope that the situation will not

	<p>that cooperate with Kranj School Centre, is increasing in numbers especially of those that are aware that they are going to need new employees with good technical knowledge soon.</p>	<p>secondary and college students are obliged to perform in one of them. We could say that Konektor Association provides a systematic platform for cooperation between educational institutions and companies as the companies come to present their activities to our secondary school and college students at events such as Career Day, Information Day and similar occasions. Our students are also informed about the work in companies through field excursions. The interconnection of both areas from primary schools onwards to companies is best shown in the FIT Summer Festival.</p>	<p>has become our constant source of financing.</p>	<p>change after the election of the new mayor.</p>
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The sources of information:

1. Interviews with the FIT(The Festival of Innovative Technologies) holders of the activities
2. Via public announcements on SC Kranj web site (www.sckr.si/tsch/)
3. Via public announcements of UP 2018 meeting (Andrej Arh FIT –Festival) of innovative technologies at Kranj School Centre (pp 37-43); http://sckr.si/018/Zbornik_prispevkov_UP_2018.pdf



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