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Annex to IO1 Development of a Grid for Repositioning

In the current annex, the experiences of the participating organizations are summarized giving an example for the other educational institutes how a grid for repositions can be developed based on the proposed methodology.

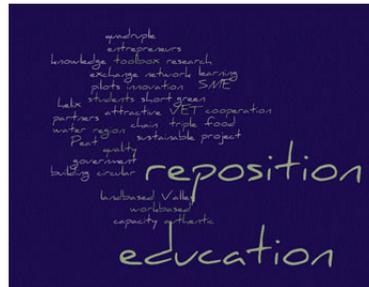
BELGIUM					
Educational Institution	VIVES University College Department of Agro and biotechnology				
Description of institution	VIVES is a University College located in West-Flanders (BELGIUM). It has 6 innovative campuses, 6 interesting fields of study, 6 centers of expertise, 1,250 motivated employees, +13,000 students, 1,000 bachelor's dissertations annually, on assignment of the field, +100 current research projects & contracts, +150 researchers, +7.5 million euros in turnover in research and services.				
Methodology	<p>The interactive exercise has been performed in several mixed focus groups.</p> <p><i>Group 1: Resonance group HBO5 : Regional companies and other stakeholders for agriculture education and teachers (12 participants)</i></p> <p><i>Group 2: Students and teachers (15 participants)</i></p> <p><i>Group 3: Teachers and researchers (10 participants)</i></p> <p>In all 3 groups participants have been asked to list the roles and tasks of the institute in the current situation. All the answers have been gathered and pinned on the three-ball model The three-ball model has been redesigned to the answers In all 3 groups participants have been asked to list the desirable roles and tasks of the institute in the future. There has been a discussion and a debate about the gaps between current and future situation. Answers from teachers and researchers, students and external partners were collected separately so we could make a visual three-ball model for the 3 groups.</p>				
Result: three-	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;"></th> <th style="width: 50%;"></th> </tr> </thead> <tbody> <tr> <td>Current Situation</td> <td>Desirable Situation</td> </tr> </tbody> </table>			Current Situation	Desirable Situation
Current Situation	Desirable Situation				



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ball model	Teachers/Researchers @ VIVES		
	External partners		

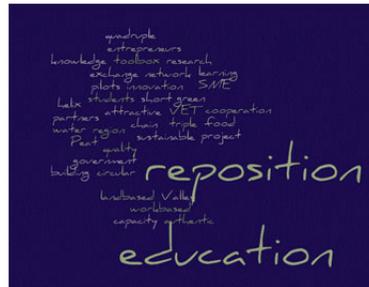


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	Students		
Important conclusions	<ul style="list-style-type: none"> - Lifelong learning: VIVES has to maximize their efforts for lifelong learning. The teachers and researchers at VIVES as well as the external partners want to integrate the lifelong learning in initial education and regional innovation. - Initial education: According to the teachers, researchers, students at VIVES and the external partners, initial education is very important and currently most developed. This initial education remains very important in the future. - Regional innovation: This is very important for the external partners. Nowadays, local companies ask at a regular basis their questions to VIVES. A free provision of services is very important for the SMEs, when they have to pay for the services the collaboration discontinues. In the future VIVES can integrate the regional innovation more into the initial education. For example: students can participate even more in research projects for local companies. <p>Based on the results of this exercise VIVES decided to adapt the curriculum for the students of the department of Agro and biotechnology. The student companies will be integrated as a full course for all students.</p>		
Link with the pilot Case	<p>Within the project Student company, the students answer the questions from local companies. Both initial education and regional innovation are very important. The students learn a lot from the different people who guides them whereas the entrepreneurs get many new information concerning their ideas and products from the students.</p>		

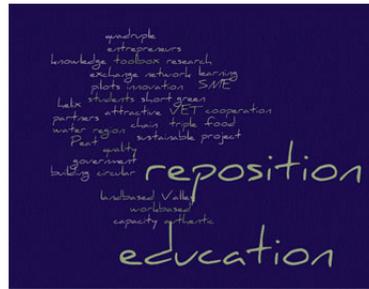
The Netherlands	Gebiedscooperatie Westerkwartier, Hanzehogeschool and Terra
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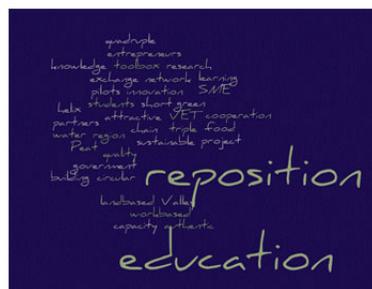
Description of institutions	<p>Gebiedscooperatie Westerkwartier: Area cooperative Westerkwartier is an innovative SME. It distinguishes itself from the many other cooperatives because it is not organized around one goal or within one branch. It connects green entrepreneurs, nature managers, knowledge institutions, governments and citizens in the region. Its members do not come from one sector and it is not about one goal. It focuses on the development of collective short chains. These chains include food, energy, water management, nature, bio based economy, health, welfare and care - all in the region, with the region and for the region. It tackles its issues in an integrated manner and the aspects of green economy, sustainability and innovation are clearly visible.</p> <p>Hanzehogeschool is an internationally oriented knowledge institution. Hanze offers professional higher education and practice-oriented research. They train high-quality professionals with a wide range of training courses. In addition, the Hanze University of Applied Sciences is working on new solutions and innovations for professional practice and society. Together with companies and institutions, we develop applicable, practice-oriented knowledge. The strategic spearheads of Energy, Healthy Aging and Entrepreneurship have a prominent place in education and research.</p> <p>Terra is an agricultural training centre with about 7000 students that offers Practical Education, Preparatory Secondary Vocational (vmbo-green; 12–16 years), the Green Lyceum, Secondary Vocational Education (mbo, 16-20 years) and Part-time Adult Education (TerraNext) in the provinces of Drenthe, Groningen and Friesland. Our courses have a 'green character', which means that the programs have to do with green, food, animal, nature and environment.</p>
Methodology	<p>The interactive exercise has been performed in a mixed focus group: The manager of the Area Cooperative Westerkwartier and a management assistant. The dean of Hanze Hogeschool and a teacher. The regional manager of Terra and a teacher/ coach. The district coordinator of Helpman/ De Wijert, of the municipality of Groningen. The manager of the Innovative Work Place Helpman/ De Wijert in the city of Groningen.</p> <p>The participants have been asked to do some homework: work out the three ball model (current and desired situation), determine the plateau and do the Fill Map exercise. After sharing the outcomes and discussing them (the gaps between current and future situation), the 3 ball model has been redesigned.</p>



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<p>Result: three-ball model</p>	<p>Current situation</p>	<p>Desired situation</p>
<p>Important conclusions</p>	<p>The three balls are more or less melted together in the desired situation with the following important footnote: we define Life Long Learning in this model as Development (not as a model for revenues).</p> <p>To reach the desired situation it is necessary that:</p> <ul style="list-style-type: none"> - partners trust each other - stick to: 'a deal is a deal' - there is a strong commitment - you don't fix everything in structures but be fluid 	

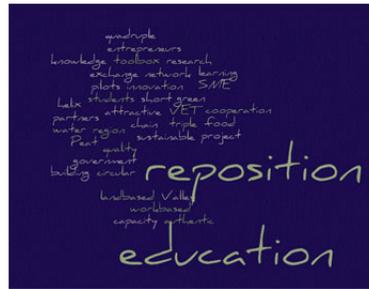


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	<ul style="list-style-type: none"> - you work with enthusiastic forerunners with space and ownership - everybody knows the shared, central agenda: <ul style="list-style-type: none"> - - you make agreements about which alliances must be made - - education must also embrace the agenda - you use your network - clear appointments (in the sense of “we deliver .. number of students”) are made
Link with the pilot	<p>The Dutch partners experienced the above outlined conclusions, drawn from the balls exercise, based on the results of the pilot and the way of working together in the triple helix. (by means of Regional Learning). Some parts of the pilot went well, others didn't. The same counts for Regional Learning. Never before, partners have discussed their experiences, wishes, questions and doubts in a setting like this: management and employees of all three partners (plus the fourth partner: the municipality of Groningen, representative of the community (surroundings)) at one table. That is all due to this project and means a big step forward in the cooperation. Clear became the influence of 'expectation management'. If not a clear and realistic view of what can be expected, one gets disappointed easily which is killing for cooperation (trust will disappear). By initiating these sessions more often, results will improve and more parties will be satisfied and willing to proceed with this way of working/ learning. The educational institute will be a better partner in the cooperative because of another role (that became clear by the exercise).</p>

SWEDEN		
Educational Institute	Biological Post-Secondary VET School, hereinafter: BYS	
Description of Bys	The local project of PV+ within Region Västra Götaland (Västra Götalandsregionen) is allocated at the Department of Natural Resources (Naturbruksförvaltningen) involving the Biologiska Yrkeshögskolan (Biological Post-Secondary VET School, hereinafter: BYS). It is an agricultural education center at the higher vocational education and training level (EQF level 5-6). BYS is centrally located in Skaraborg. The programs at Post-Secondary VET School are always designed on a skills-need basis and in collaboration with trade and industry. The students' knowledge development during their studies can be integrated with the needs and demands of the field.	
Methodology	In Sweden both interviews and group exercises have been performed with the target group: teaching personal and management of BYS and the representatives of the branches of trade at steering group meeting.	
Result: three-ball model	Current situation	Desired situation

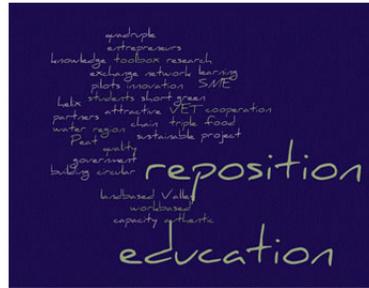


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<p>Important conclusions</p>	<p>Current Situation</p> <p><u>Initial Education</u> The content is governed by the Office of Post-Secondary VET, which is a self-regulatory agency being responsible for all post-secondary VET programmes in Sweden.</p> <p><u>Regional Innovation</u> The branches of trade gives input how to tailor-made the education for future needs. Their role is to map and give feedback concerning key and missing competences in relation to a certain educational programme.</p> <p><u>Lifelong Learning</u> BYS has informal relations with municipality adult education that is mainly related to profession changers.</p> <p><u>Relevance of Each Sphere</u> Initial education is the dominant. Initial education interacts significantly with regional innovation. The interaction of initial education and lifelong learning is informal and insufficient. There is no relevant link between lifelong learning and regional innovation from the BYS point of view. The current relationship is visualised on the figure1.</p> <p>Aim</p> <p><u>Initial Education</u></p>	



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	<p>The content is governed by the Office of Post-Secondary VET. However, the work placement are long and frequent enough to give space for an enhanced cooperation. It will be the priority development area.</p> <p><u>Regional Innovation</u> The branches of trade are represented in via steering and leading committees. These fora shall be developed in order to have a dialog on the needs of the branches of trade. The branches of trade shall have the opportunity to pose business related questions and give inputs which will be answered and a solution will be delivered.</p> <p><u>Lifelong Learning</u> The sphere of initial education shall be assisted by the sphere of lifelong education via a strategic cooperation. The envisioned strategic cooperation will help to find innovative solutions for regional challenges. The lifelong learning segment shall support regional innovation with delivering key competences for regional innovation mainly focusing on profession changers.</p> <p><u>Relevance of Each Sphere</u> The finish photo envisions the three spheres with the same relevance that are connected as elaborated above. The enhanced cooperation will open a window of opportunity to a tripartite cooperation platform which will steer regional learning on its own. In this way all relevant stakeholders and ideas will be scaled up at a single platform.</p>
Link with the pilot	Via the envisioned cooperation platform, the pilot question is collected. And the solution for the question is delivered also via the platform.