**Positioning of the school in the region**

Our society is at a turning point: the exciting times we live in, make our society unstable and vulnerable to disruptions, but also open the door for radical transformations. We do not find ourselves in an era of change, but in a change of eras. Old forms of governance and economic models become obsolete, accelerated by, for example, the financial crisis, complex peace operations, the changing labour market, globalization, the shift to lifelong learning, the emergence of new revenue models, robotics and digitalisation. A paradigm shift is going through an "anomaly" that leads to a crisis and then heralds a new era. It begins with a realization that the existing paradigm no longer works properly. From that notion, many initiatives to explore new directions, arise. These initiatives have an incidental and ad hoc character initially, but gradually we discover new coherence and patterns in them. We don’t know the new paradigm yet, but do feel it. The new paradigm is about cooperation, networks, trust. A common analysis is that we are at the tipping point of a hierarchical, top-down society into a sustainable, bottom-up network society. We do not yet know how this tilt will be elaborated concretely in, for example, the new role of various public institutions (besides education also care, law and the role of municipal, provincial and national government), which is currently the subject of an ongoing and intense public debate. All kinds of experiments simultaneously take place. For example, experiments in care with horizontally organized neighbourhood care, with much greater confidence in the self-organizing ability of people in the workplace and a much smaller role for managers in number and responsibility. Other examples are: the new way of construction: pure durable, and much more in cooperation with the residents and less dictated by zoning and property developers. . Also in the education systems we feel the need for a change. Educational organistions in particular prepare youngsters to find their way in this turning society. Education system itself should be adapted and show that the school is an organistion embedded in a powerful environment, a region that also impacts the position of the school

The new paradigm is not here yet. We therefore cannot derive crystallized future models or blueprints yet. Directors of educational institutions are challenged to provide guidance in this world of uncertainties. At the same time, the store should – with today 'products'- remain open. Hence, we have developed within this Erasmus+ project, multiple models and tools to support this change.

The below descriptions are parts of a recipe for this challenging task. All steps refer to the elaborations in the document ‘the intellectual outputs’.

**The partners:**

**Stichting AOC Terra Groningen The Netherlands**

**Hanzehogeschool Groningen The Netherlands**

**Gebiedscoöperatie Westerkwartier The Netherlands**

**Vives University College; Katholieke Hogeschool Vives Zuid (Kortrijk) Belgium**

**Västra Götalandsregionen, Naturbruksförvaltningen Sweden**

**Department of Education, Social Psychology and Language (Skövde) Sweden**