**Annex to IO2 Networking: Developing Strategic Learning Networks in the Region**

In the current annex, the experiences of the Biological Post-Secondary VET School are summarized giving an example for the other educational intuitions how a grid for repositions can be developed based on the proposed methodology.

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| **SWEDEN** | |
| Educational Institution | Biological Post-Secondary VET School, hereinafter: BYS |
| Description of institution | 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 interviews has been performed with the target group: teaching personal and management of BYS and the representatives of the branches of trade at steering group meeting and with the stakeholders at the Department of Natural Resources. |
| Results | The exercise builds on the growth model. This model focuses on the cooperation between the various parties in the region: government, education and business.  The starting point of this growth model is that the parties will closely work together. Thus, the manner of co-operation changes with time and is not fixed from the first day. The model distinguishes four platforms.  Plateau 1: Working together when possible, on an ad hoc basis.  Plateau 2: Find and visit each other; first step towards sustainable cooperation.  Plateau 3: Sustainable collaboration on shared projects.  Plateau 4: Work as one organization.  Region Västra Götaland is steered by elected representatives, the county council. In this way, it is a pubic body. However, the Department of Natural Resources manages educational institutions e.g. BYS. In means that regional government and education works as one organisation. A plateau 4 cooperation is carried out.  The missing segment is the linkage of the business. It interacts with BYS via steering and leading committees. Therefore, a plateau 2 cooperation is realised. Opening and scaling up the cooperation is desired. The aimed level of cooperation is plateau 3. It means that branches of trade (i.e. the representatives of the business) shall have to opportunity to pose business related questions and give inputs which will be answered and a solution will be delivered by BYS as part of multi-funding base projects. |
| Important conclusions | As a result of the applying the above model, it was clear that all the parties are governed by the same political steering. It means that the goal settings and the value grounds are the same expect for the branches of trade. Therefore, the Fill Map Partnership concept was not used.  Bridging the gap with the branches of trade, the University of Skövde interviewed the branch of trade. Their research showed what capacity BYS needs to set up a cooperation platform and connect it with the Programme. The research concluded that the branches of trade want to be more active but there are several question marks concerning the work place based learning of the students. |
| Link with the pilot case | The delivered actions are the key findings on how to set up the desired cooperation platform established by using IO1. |

**For the institutes who want to use the ’Filling the Partnership Map, this scenario might be helpful.**

Below is a possible work schedule for a meeting about the filling of the Partnership Map.

Timetable

Opening and explanation: 15 minutes.  
Welcome and introduction of the working method by the facilitator:   
- Procedure Fill-Map Partnership - Data collection -> research approach - five commandments for a democratic dialogue.

45 minutes  
Task 1: Step 1 of the fill-map form subgroups, people of the same network are not in one group - Instruction: "Go talk to each other about the question ‘when is the cooperation a success for you?’. Proceed from the ideal situation, your dream, regardless of the actual situation or obstacles on the road. Someone quotes this into the fill map. Fill the column on the right side of the Fill Map (Step 1) by the facilitator

15 minutes   
Interim feedback (plenary): what values are called?

60 minutes  
Task 2: Steps 2, 3, and 4 of the fill-model   
- Form subgroups, people from the same team/ same organization apart – starting point: the plenary mentioned values   
- Imagine how in the light of those values your ideal co-operation with researchers and professionals look like.   
- Identify what needs to happen in order to reach that cooperation by filling, respectively, 2, 3, and 4.   
- Get inspired by documents, instruments, procedures, etc., but also skills of specific individuals that help you within your own network. Fill in the other columns of the fill map.

15 minutesBreak

30-45 minutes  
Plenary discussion of the findings of the group. Step by step, the various blocks of the schedule are discussed. Jointly complete step 5 of the fill-model (this can also be done in a sub group round).

30-45 minutes  
The joint drafting of the final version of the Collaboration Model. Plenary is decided what should appear in the squares of the final version.

Note: Timestamps are indicative, based on the availability of time (a day? Half a day?).

Fill Sheets of the Collaboration Model (print in color on A3 format or larger). Handouts ‘Five commandments for a democratic dialogue' (see below). Preparation: take your own fill sheets to the session.