



TRANSFERABILITY STUDY

EDUCATIONAL INNOVATION NETWORK /  
VILADECANS TOOL FOR EDUCATIONAL  
SUCCESS

URBACT III **On Board** Transfer Network

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# 1. THE GOOD PRACTICE

## 1.1. Introduction

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The URBACT III On Board Transferability Study is the reference document and underpinning tool for the transfer process of the city of Viladecans' Good Practice to the other 5 On Board Project Partners, namely Albergaria-a-Velha (Portugal), Halmstad (Sweden), Nantes (France), Poznań (Poland) and Tallinn (Estonia).

Viladecans' Educational Innovation Network (EIN), the Good Practice to be transferred, is meant to increase citizens' capacities, broaden their life opportunities and eventually improve their wellbeing. The EIN is a network of co-responsible education agents who interact and exchange know-how and experience within a cooperative structure to generate new knowledge and projects that can advance educational innovation and achieve education success in the city.

The present document is primarily addressed to the URBACT III On Board network partners and each one's local groups of stakeholders comprised of policy makers and city practitioners, teachers, students, their families, local companies and other formal and non-formal education agents committed to - and active in - the improvement of education results in the city. The Transferability Study will provide these local agents with a clear framework for the transfer process and a reference for each Partner city's transfer steps.

The Study is also addressed to other local authorities in Europe as well as other URBACT and non-URBACT European players supporting their education communities, keenly aware that others, too, might be interested in adapting and transferring the Network to their own cities.

The On Board Transferability Study includes:

- Section 1 that describes the European and international reference framework for Education, the profile of Viladecans, the Good Practice city, and a detailed description of the On Board Good Practice, including an assessment of its key transfer elements;
- Section 2 that sets out the five Transfer Cities' profiles, their specific interests in the Educational Innovation Network and their respective assets and difficulties regards the transfer of the EIN;
- Section 3 that presents the On Board Network transfer methodology as well as ON Board's main network and communication outputs.

## 1.2. EU policy context

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Education is often a state centralised area with little devolution to the local level. However, Viladecans' EIN has proved that, when a municipality is determined to improve education results of its citizens, it can greatly influence and contribute to create the conditions by placing Education high in its policy agendas and encouraging local education agents to work in a collaborative approach.

New urban agendas are taking hold globally, and cities have started to be acknowledged as key global actors. Habitat III New Urban Agenda (Quito, 2016) with the inclusion of the stand-alone Sustainable Development Goal #11 to Make cities inclusive, safe, resilient and sustainable, shows the importance that cities have in the territorialisation of other Development Goals included in the Global Agenda. The New Urban Agenda underscores the role that local governments have in providing basic services to people,

being the closest level of administration for citizens, having better knowledge of local realities and people's needs, and disposing of the means to address local problems more effectively.

Cities like Viladecans have empowered themselves to address educational challenges and foster quality and educational success in the city, contributing to the advance of Sustainable Development Goal #4 - To Ensure inclusive and equitable quality education for all. Education is no doubt the key empowering ingredient in plans so that other Sustainable Development Goals can be achieved: because only when people are able to get quality education can they hope to break out of the cycle of poverty. Leading programmes to improve education, by establishing priorities and building a local multi-stakeholder Network in the city, as Viladecans has done, creates real opportunities to monitor and adapt education to the local context and real needs as well as prepare stakeholders and citizens to meet new societal challenges and trends.

As stated in the Pact of Amsterdam, cooperation between local authorities and local communities, civil society, businesses and knowledge institutions is at the core of the Urban Agenda approach. And this is precisely what Viladecans EIN has managed to activate. The Council supports a Community of Practice<sup>1</sup> where local agents exchange, learn and deliver innovative projects to advance quality education in the city. Viladecans has connected different municipal services towards a common vision involving: Education, Business promotion, Youth. Efforts in these cross-cutting areas, as the Pact of Amsterdam trenchantly points out, enables a city to better address complex urban challenges.

Viladecans' EIN promotes educational success in the context of the three priority themes of the Urban Agenda for the EU -and their related thematic objectives of the EU 2020 Strategy for Smart, Sustainable and Inclusive Growth - namely:

- Jobs and Skills in the Local Economy and related EU 2020 Thematic Objective 8 - Promoting sustainable and quality employment and supporting labour mobility. Viladecans Education Network, has gained the involvement of local companies in education projects, particularly in upper-secondary and Vocational Education and Training (VET) levels. This has generated opportunities for employment and business development in the city and is helping to close the gap between obtaining formal studies and meeting broader labour market needs.
- Digital Transition and related EU 2020 Thematic Objective 2 - Enhancing access to, and use and quality of information and communication technologies (ICT). Improving ICT uptake and digital skills is at the core of the Educational Innovation Network priorities for modernising education. The Network has equipped schools with digital devices and has facilitated skills training for students, teachers and parents -so they can support young learners in their studies and help them adapt to the dynamic requirements of the knowledge society and increase their chances for better job opportunities.
- Urban Poverty and related EU 2020 Thematic Objective 9 - Promoting social inclusion, combating poverty and any discrimination. The EIN contributes to promote higher equity, social inclusion and increased opportunities through a) increasing involvement of all local agents, in particular families, thus widening the coverage of education beyond school walls; and b) enabling access, new methods and technological tools, for all schools in the city in conditions of equality, thus improving education success and opportunities for all, strengthening, in turn, the 'desegregation principle in EU urban areas'.

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<sup>1</sup> Communities of practice are groups of people who share a concern or a passion for something they do (a domain) and learn how to do it better as they interact regularly. <http://wenger-trayner.com/introduction-to-communities-of-practice/>

Finally, the EIN fully contributes to the EU 2020 Thematic Objective 10 – Investing in education, training and vocational training for skills and lifelong learning through its commitments with public authorities, local companies and relevant stakeholders to design meaningful, practical knowledge and skills-building actions involving schools, enterprises and young entrepreneurs.

### 1.3. Viladecans' Good Practice: Educational Innovation Network (EIN)



#### ■ The city of Viladecans

[Viladecans](#) is a 20.4 square km city with 65.779 inhabitants located in the Barcelona Metropolitan Area. Being an airport city, it is well communicated - 15 min. from El Prat airport, 20 min. from Barcelona's main University area and 35 min. from Barcelona's centre.

A total of [1.565 companies](#) are established in Viladecans, ranging from small ICT innovation companies ([Click it](#)) to big multinational Spanish headquarters ([Unilever](#)). Its main economic sectors include: 76% services, 15% construction and 9% industry.

As a metropolitan urban area, with a history of Spanish and foreign immigration, Viladecans has a working class profile and, as in other cities, its own share of socially deprived areas. GDP per capita is 17.900€ -62% of the Catalan average- and unemployment is higher than the rest of the County (12% vs. 11%). Nevertheless, the city has prioritised more employment and better education for over the last 3 decades. Back in 1990 Viladecans joined the [Chart of Educating Cities](#); it is member of the [UNESCO Global Network of Learning cities](#), and takes part in national and international Education projects (see [IMAIL Project](#) and [LEA project](#)).

An education assessment in the city (2006) revealed relatively low education figures and high levels of Early School Leaving (ESL). The same report showed low fulfilment of compulsory education (67%) and young people who had dropped out from school seemed to have difficulties to return to the education system. Viladecans also showed it had low levels of families' involvement in their children's school life. These poor results led local authorities to turn things around and give a new boost to education in the city. The objective was to make it more attractive, modern and suited to the city profile and labour market needs.

## ■ Education policy framework

Viladecans Education Mission aims at becoming a city of opportunities that encourages the growth of everyone's talents. Education is thus at the core of local policies and plans.

Education competences in Catalonia are partially decentralised. The Central Spanish Government sets the general frame and core curriculum (40% competence) and the Catalan Autonomous Government -through Catalan Education Law (2009)- has developed competences for concretion, organization, teaching staff management and supervision, and flexible curriculum (60% competence).

Cities collaborate in planning local education centres, school enrolment and non-academic activities, but compulsory competences at the municipal level include only maintenance and *consiergerie* (care taking service) of primary school centres'. Cities can also encourage Schools Councils and create Education Municipal Councils, as is the case in Viladecans.

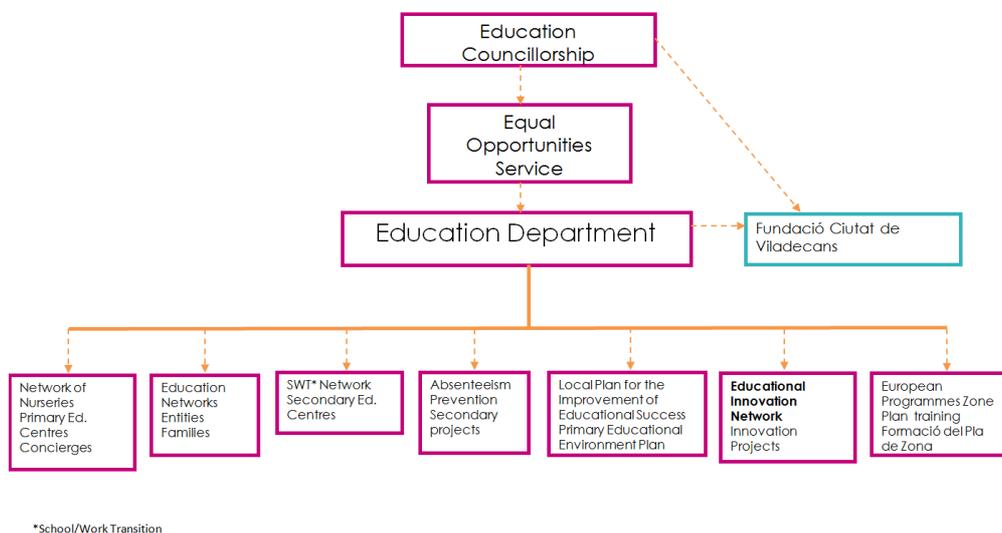
Despite relatively few powers, Viladecans has positioned education as a main strategy to boost competitiveness and wellbeing of the citizens. The city expects that more equitable education can help ensure social cohesion, equal opportunities and access to qualified jobs. This is reflected in the political and strategic documents as well as in the share of municipal resources allocated to education: 8.75% of the general budget, that is, 6M € (4.2M spent in compulsory activities). The city has developed education initiatives and services to promote quality and inclusive education, such as nursery schools and educational innovation projects or providing optic to all schools.

Beginning in 2004, Viladecans developed its own [City Education Project](#), a comprehensive plan to reinforce this policy in cooperation with all educating stakeholders in the city and fostering co-responsibility from all political, social and economic agents. Other city planning documents that put education at the city's core are the [Smart Development Strategy \(2010\)](#); the [Municipal Action Plan](#) in force (2015-2019); and Viladecans Integrated Plan for Urban Sustainable Development (September, 2016), which defines Viladecans as a medium, coastal, multiservice & educating city.

The above-referred 2004 [City Education Project](#) provided the strategic framework and inspired the [Local Plan for the Improvement of the Educational Success \(2013-2014\)](#), the most recent effort to place education among the city's highest local priorities. The main driving vision is that everybody in the city can contribute to education and all local educational agents should be involved in order to achieve the expected educational success: this includes primary and secondary schools (public, mixed and private), families of students, private companies operating in the city, education experts, social and cultural entities, plus the municipal services.

The Local Plan tapped onto the existing education initiatives within and outside the formal schooling system and foresees the creation of a Network to support, coordinate, enliven and improve the educational initiatives already in place. This plan eventually translated into Viladecans [Educational Innovation Network](#), the Good Practice of Viladecans now to be transferred in On Board. The Network is the municipal instrument to translate the above-referred [Local Plan for the Improvement of the Educational Success](#) into specific projects through operable and flexible governance and communication.

■ Fig.1 Municipal education organisation chart



A total of 7 Technical Offices address education topics and programmes in Viladecans, usually 1 or 2 in other cities the same size.

■ The Good Practice: Educational Innovation Network

*“The Educational Innovation Network generates new ideas and creates trust”*

Miguel Angel Moreno, PhD student and member of Viladecans URBACT Local Group

Two chief elements characterise the work on education in Viladecans:

- Promoting an integrative approach and co-responsibility of all education stakeholders, which responds to a broad concept of education beyond schools’ walls.
- Incorporating the use of technology and digital tools in the classroom to help make education innovative and modern.

In this context, the Educational Innovation Network (EIN) was created to align efforts from all local agents to introduce innovative projects using ICTs, provide the right skills and competences, and involve both social entities and economic stakeholders in the development of new education initiatives.

The City Council launched the Network in the academic year 2013-2014. Two open consultative meetings (October 2013 and November 2014) introduced the Network to all relevant education stakeholders - teachers, public administration, families, enterprises and experts- and invited them to take an active part in planning and implementing first projects, including the joint development of a roadmap of activities for the following years. As a result, a 10-project plan was defined and implemented over the following 3-year period.

The EIN has since consolidated itself as a learning and exchange platform of different groups of

stakeholders who share interest and goals in education. Aimed at improving education by stimulating innovation and creativity, it links students' learning to their practical experience and the local context, in particular to reduce the gap between the learning acquired in the classrooms and what is needed today, that is not only to compete for high quality jobs but to gain the essential skills and capacities to meet the challenges of everyday life.

A two-fold conception of the term “innovation” underpins the actions:

- **Technological innovation:** The Network incorporates devices and connectivity in the daily teaching-learning process, thus using new tools and methods more in line with today's trends and needs. It also provides digital skills training for teachers (and parents) to cope with these trends.
- **Social innovation:** The Network develops education initiatives and projects, while at the same time capacitates agents involved. It implements new ideas (models, services, projects) to meet social needs, while creating new social relationships and collaboration, and enhancing stakeholders' capacities<sup>1</sup>

The EIN is a structure for and with the local education community. Local agents that take part to a greater or lesser extent and their functions include:

- **The City Council and Departments:** Prioritises and interlinks education with other Municipal policies, and supports the Network with financial and human resources.
- **Foundation Ciutat de Viladecans:** Hosts the Network, interacts with the local education agents and implements educational innovation projects in the city.
- **Schools, headmasters and teachers** as main actors in the implementation of new approaches and innovative methods and projects.
- **Business companies:** 38 companies established in Viladecans participate in different education projects.
- **Families:** All educational centres have Families' Associations (AFAs) who, among others, manage extracurricular activities for children and young. Some families take part in the Network's training projects..
- **Students:** 9.700 kindergarten children and primary and secondary education students take part in projects delivered by members of the EIN.
- **Civil Society Entities:** About 50 sports, cultural and senior citizens organisations work in collaboration with schools in city's education projects, although they are not yet formal members of the Network.

### ■ The operational model and resources

The Network is formally hosted by the Foundation Ciutat de Viladecans, a 100% funded municipal institution that dedicates 50% of its resources to education innovation and contributes 2 staff members to the Network's management (a 3<sup>rd</sup> staff member is located in the municipal Department of Education). The Foundation provides the Network with the suitable governance, structure and resources. As an external body to the Municipal Education Department, the institution has greater flexibility in budget and projects management. The Foundation is responsible for 95% of Council's annual budget for Educational Innovation (without staff cost).

The Network Coordinator, Joan Bassolas, possessing strong educational and management skills, is the point of reference for all Network members; the communication manager keeps information permanently updated and generates online contents for the Website and online tools, i.e. Newsletters; the technical officer supports the daily work of the EIN and ensures effective implementation of the EIN work plan.

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<sup>1</sup> Social innovations are innovations that are social in both their ends and their means. They are good for society but also enhance individuals' capacity to act. Ramsden, P. Guide to Social Innovation, EC 2013

A six-member Coordination Team works on a layered structure to reach out, communicate and feed relations with the education community through second level institutions (interfaces). The Coordination Team includes:

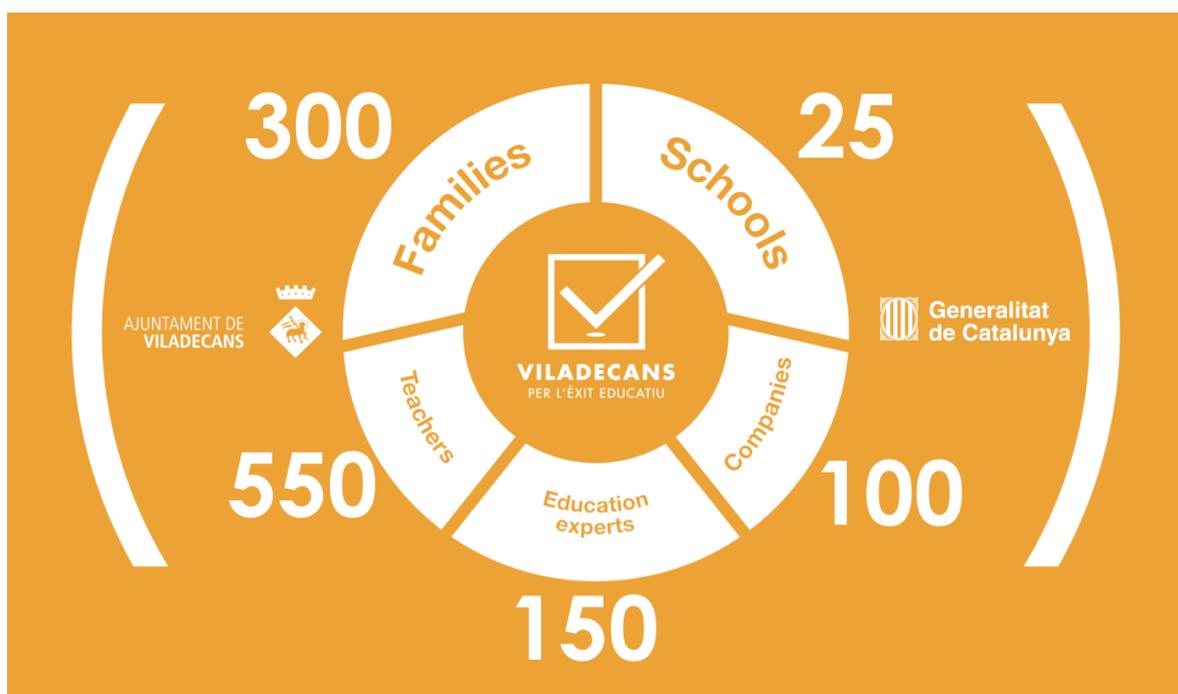
- **The Education and the Youth Departments:** through interaction with the schools and with the regional government Education Department, the EIN can access the 25 local schools with about 550 teachers and headmasters, and all the students. All Viladecans schools are members of the EIN.
- **Viladecans Local Agency for Economic Promotion:** through interactions with 38 private companies today actively involved in education projects, the Agency as acts as the showroom for EIN projects as well as those by companies.
- **Families Associations (AFAs) representatives:** through connections with a total of 300 families in the city, the EIN gets bottom up feedback and consultation for its initiatives.

The Coordination Team meets regularly to decide on the projects, resources and calendar. An evaluation meeting takes place twice a year to monitor and follow up on projects. Education experts and University students also bring value to the Network participating in the planning meetings.

The EIN allows for different levels of involvement of its members, usually depending on the nature of the project. Those not involved in any specific project are informed and updated through the weekly Newsletter. An “active member” can post in the blog and the most “distinguished members” are included in the section "[Innovation People](#)" and introduced with an interview posted in the [EIN Website](#). Finally, there is also the possibility to take part by participating in the annual meetings organised by the Network.

EIN’s total Budget since its creation in 2013 is 500.900 € (staff not included) and direct cost of projects per 1 year is about 30.000 € (some singular projects are co-financed by the regional government).

■ Fig.2 Stakeholders involved or reached by the Network



## ■ Educational Innovation Network Projects and stakeholders

The active participatory collaboration of different stakeholders is essential to the Network. The most illustrative projects are highlighted below:

### Schools and the Municipality

- Plan for the introduction of technologies for knowledge and learning in educational processes. This is the EIN's flagship project - a 500.000€ Council investment to introduce technology in the schools and promote the pedagogical renewal in all educational centres.
- Robotics. Students in secondary education (13-14 years) teach and coach students from the 5th degree of primary school (10-11 years) on the basics of robotics and sequencing.

### Companies and schools centres

- Joint-mentoring from local companies to upper secondary education and vocational training students to develop research projects in a 3-party agreement: enterprise-student-school.
- The Ideas Contest allows students to develop solutions to challenges formulated by local companies.
- Breakfast/Lunch of students and entrepreneurs in the city to exchange experience and explore the latest trends in sectors.

### Families, schools and the Municipality

A Training Program for Parents helps them align their knowledge and skills with those of their children so they can offer them quality support in their studies:

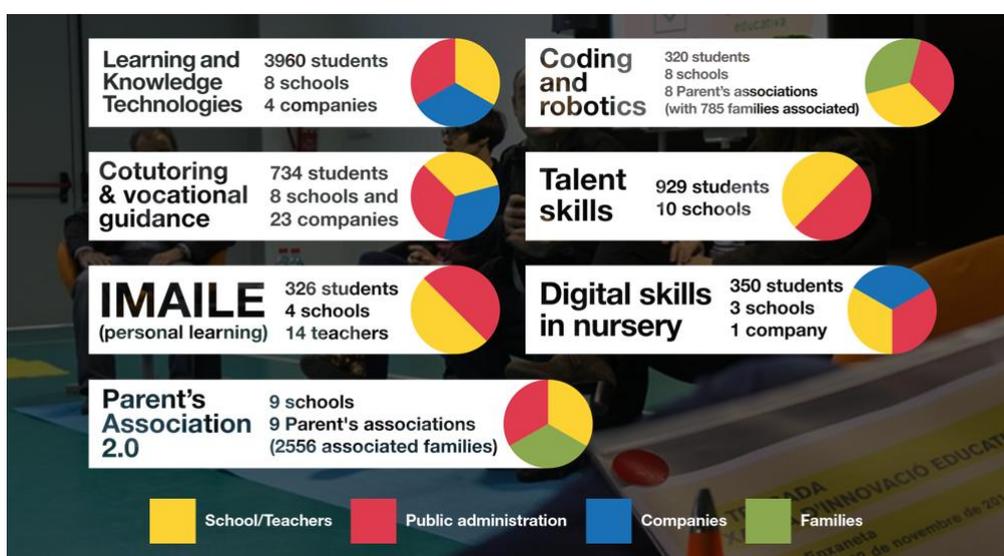
- Digital skills training for parents upon demand, e.g. the use of Google Drive.
- Emotional education and wellbeing project for primary school children and their parents.
- Families Association 2.0. A mobile App linked to an education resource website.
- W!apps. Addressed to families with children 3 to 7 years old for the use of educational mobile applications.

In addition to the projects listed, the Network has created meeting spaces, both physical and virtual, for collaboration, which has increased group cohesion and the sense of education community. Noteworthy examples of on-going activities include: annual meetings on different education themes or the professional guidance on career opportunities with the participation of business, educational centres and students.

Of utmost importance is the permanent communication and feedback between the EIN management team and the education stakeholders through the Website, the Newsletter and Social Media. This is the soft structure that has given continuity and visibility as well as a means to reach out to more passive or *dormant* stakeholders. Communication resources include:

- A graphic identity
- The website [www.viladecans.cat/xie](http://www.viladecans.cat/xie) containing videos of projects, articles, interviews, news and blog
- The Network App
- Facebook and Twitter accounts
- A printed Municipal Magazine.

■ Fig.3 Example of the interaction of different stakeholders in EIN projects



■ The Network Impact

The EIN, together with the Local Plan for the Improvement of Educational Success of Viladecans, has proven to be transformative. Specific results are:

Qualitative indicator	Results achieved
Interactions and cooperation	<ul style="list-style-type: none"> <li>- Schools sharing knowledge, projects and experience</li> <li>- Parents have higher levels of interaction with the schools and among themselves through ICT solutions, i.e. Apps</li> <li>- Companies have approached the schools in the city to cooperate</li> </ul>
Prestige	<ul style="list-style-type: none"> <li>- Viladecans has become an example of education success</li> <li>- Teachers from the Catalan territory want to come to Viladecans to work</li> </ul>
Quality	<ul style="list-style-type: none"> <li>- Families choose schools based on the education project and quality</li> <li>- Schools are constantly innovating</li> </ul>
Interest	<ul style="list-style-type: none"> <li>- Education is a hot topic in the City</li> </ul>

Quantitative indicator	Results achieved
Educational success	<ul style="list-style-type: none"> <li>- Secondary accreditations in 2011-2012 → 81%</li> <li>- Secondary accreditations in 2016-2017 → 84'52%</li> <li>- From 19% to 7% of school failure</li> </ul>
Technological renewal	<ul style="list-style-type: none"> <li>- Increased ratio of electronic devices in schools: from 8 to 3 students per 1 device</li> </ul>
Number of students reached	<ul style="list-style-type: none"> <li>- 9.698 students participating in educational innovative projects</li> </ul>
Digital skills	<ul style="list-style-type: none"> <li>- Improved teachers digital skills through 150 hours training for</li> </ul>

	219 teachers (2016-17)
<b>Parents connected to the schools</b>	- 8 parents' associations using Apps and social media for communicating
<b>Entrepreneurial participation</b>	- About 38 businesses actively involved in education projects in the City (100 reached through communication)
<b>Innovative projects</b>	- Increased projects from an average of 2 to 4 per school. All schools in the city participate

Other intangible results include open and permeable schools to the territory and to non-education stakeholders, local education agents contributing to community building, and a sense of co-responsibility of the education community.

The work is just beginning. Viladecans has defined a set of expected goals in line with the local priorities and the broader European and international education goals:

- 15% improvement of external regional exams results
- 20% reduction of school failure
- 20% truancy reduction
- 100% students' acquisition of digital skills foreseen in school curricula
- 100% teachers acquire targeted digital skills.

#### ■ Improvement prospects arising from the new On Board exchange and learning initiative

The EIN Coordination Team has already pointed to some areas for improvement, expected to be achieved through the On Board transfer and learning process, namely:

- Open the Network to new stakeholders: Encourage non-formal education and leisure entities to be more active in Education and in particular through the Network. Libraries, museums or theatres can play an educational role at the service of the schools. Neighbourhood associations, youth associations, and leisure entities are well positioned to bridge between schools and the local communities. Viladecans acknowledges the experience that other On Board Network Partners have in this area, e.g. Youth Clubs in Tallinn or arts and cultural institutions in Nantes. The city expects to learn from them.
- Develop efficient indicators: To assess the impacts of EIN activities in the city, Viladecans aims at developing a set of monitoring and results indicators. This is one of the topics that all Project Partners will address at the beginning of the exchange and learning activities in Phase 2.
- Sustainability: To make the Network become an active and living ecosystem, with members creating their own interactions and partnerships in a more independent way. This is a challenging goal for all partners and, as such, the Network will search for tools and resources to foster its autonomy.

## 1.4. Educational Innovation Network transfer potential

For an appropriate assessment of the Good Practice (GP) transfer potential, the On Board Project Partners have identified a number of key transfer elements. The breaking down of the GP into smaller pieces, as listed below, anticipates the Good Practice strengths and weaknesses (potential difficulties) at the time of being adopted by the Transfer Cities (each with different contexts). It will help to guide the Transfer Cities' individual plans to adapt and implement actions, as well as provide the baselines for monitoring and

assessments.

Political commitment, adequate governance, resources, stakeholders' involvement, innovative mindset towards education as well as a good communication strategy and structure are the core constituents of the Good Practice, following the example of Viladecans. All these key transfer elements drive the logic behind the design of the On Board methodology and the plans for the transfer process.

As mentioned in section 1.2 above, the EIN Good Practice contributes to the EU Urban Policy Agenda in three objectives: 1) Jobs and Skills in the Local Economy; 2) Digital Transition; and, 3) Reducing Urban Poverty. Using a social and technological innovation approach, the EIN paves the way forward for a better match between the current education systems in each Network Partner city and the opportunities to acquire the skills and capacities needed that economic and social trends require nowadays. The EIN GP aims to enhance digital and technological capacities of both students and educators and help reduce inequalities by making relevant skills-building accessible to all and on an equal basis in the city.

■ **Table 1. Good Practice Transfer Potential**

KEY TRANSFER ASPECT	STRENGTHS	DIFFICULTIES
<b>1. POLITICAL SUPPORT AND LEADERSHIP</b>		
- Existing education strategy, political leadership and resources	Offers appropriate context where to ground and embed the EIN in the local policies	Political commitment cannot be transferred as such. Needs time to be internally built
<b>2. RESOURCES AND GOVERNANCE</b>		
- EIN structured within (or linked to) the municipal organisation	Institutionalisation of the Network is key to make it sustainable and operational	Potential lack of human and financial resources. Possible delay in structural reforms
- Cross-cutting approach	Allows other policies to be permeable and contributing to boost Education in the city	May require deep governance changes
- Professional management and leadership with a brokerage role among local stakeholders	Professional expertise of the management and coordination staff provides reliability, credibility and prestige to the EIN	Could be seen as top-down and commanding body instead of a bridging one
<b>3. STAKEHOLDERS INVOLVEMENT</b>		
- All EIN stakeholders on board: Council, schools, local companies, families, non-formal education entities & institutions, civic associations, University, experts, senior students...	Incorporates all points of view, opens education to the community. Creates the conditions for an Educating city where all stakeholders are co-responsible and play a role. Creates sense of ownership and citizenship	Difficulties in conciliating expectations and contributions from involved stakeholders. Difficulties in engaging all or key members
<b>4. INNOVATIVE ROLE OF SCHOOLS</b>		
- Schools have and innovative approach (technological and	Pioneer schools perform as test beds. Including technology in	Difficulties to introduce changes when official

social innovation) daring to undertake new projects trying not to conflict with official curricula	the teaching-learning process brings about better skills and adjustment to the labour market. Students needs and families' expectations are better fulfilled	curriculum is too theoretical and strongly centralised Low levels of teachers/families ICT literacy. Lack of resources to provide expensive and rapidly obsolescent technology
<b>5. COMMUNICATION</b>		
- A structured and multi-channel communication strategy to permanently interact with and update all Network members	Offers visibility to the Network, informs all Network members and helps disseminate the achievements	Needs to be resourced

## ■ Conclusion

Part One has shown that the Educational Innovation Network of Viladecans represents a vibrant, structured, and coordinated social fabric consisting of relationships among all education agents in the city. The EIN provides a body of expertise, methods, projects, tools and physical and virtual sharing spaces to introduce innovative education initiatives in the primary and secondary schools of Viladecans.

The Network promotes not only the uptake of innovation projects but most importantly, offers active listening, permanent communication and a shared space for meeting and stakeholder, family and student exchanges. It is the local 'Education Hub' bringing together all kinds of elements in the education ecosystem and facilitates the connecting of all the dots while, at the same time, offering customized resources and expertise. In the end it enables, supports and provides the trust that glues the education community together in Viladecans.

This bonding is only possible when everyone in the city, and particularly local authorities, grant a special status to education and invest the necessary efforts and resources to bring forth a vision of education for the future. This investment, as the Mayor of Viladecans has so clearly put it, "provides better lives and higher self-esteem among our citizens".

## 2. PARTNER PROFILES

### ■ Introduction

Five cities will transfer the Educational Innovation Network taking into account their own possibilities and adapting the model to respond to their own needs and context. These cities are of different dimensions, from the 25.000 inhabitants in Albergaria-a-Velha to 540.000 in Poznań; they all come from different European regions, with different historic and political backgrounds, and varied focuses and interests in education:

- Tallinn (Estonia) has a strong profile and interest in reinforcing digitalisation of education
- Nantes (France) is home of a developing innovation pole with technological companies that need skilled and qualified workforce. At the same time, the city has socioeconomic imbalances to be addressed
- Albergaria (Portugal) has an important manufacturing sector employing young people that would benefit from higher qualifications to access management and highly technical positions
- Halmstad (Sweden) has a modern and decentralised education sector that facilitates innovative and multi-partnership projects and aims at creating greater involvement of families and the community
- Poznań (Poland) has long-term experience in giving voice to students through a participative process. The wants to integrate different social and institutional actors in Education (NGO, business, educational institutions, different age groups).

They all have in common education as a local priority area. From different perspectives, all On Board partners aspire to make education instrumental in allowing children and youths to fully develop their opportunities and options as citizens, in every area of their personal and professional lives.

To unify EIN transfer criteria and be able to better understand the EIN's transfer potential, this section profiles each of the five Transfer Cities, specifying information on the following for use in On Board's comparative analysis:

- Introduction with location, size, key economic features and relevance of Education
- Local Education policy context
- Background and experience in educational innovation
- A SWOT analysis of the sector in the city
- The URBACT Local Group composition and members
- The specific interests that each city has in the transfer of the Good Practice
- An assessment of the transfer potential that each Transfer City has of the Good Practice in view of the transfer elements defined in Part One
- The initial steps that the city will undertake to prepare for the transfer process.

## 2.1. Tallinn, Estonia



### ■ The city

As the capital of Estonia, [Tallinn](#) (450.305 inhabitants) is the leading scientific and academic centre, a touristic city and concentrates the main business activity in Estonia. The city is well located and communicated with a seaport, a nearby airport, railway station and good and affordable inner city mobility.

Social-economic information	
<b>Population</b>	450 305 (34% of Estonian population)
<b>Demographic profile</b>	24% below 25 47,4% 26-60 28,5% over 61
<b>GDP per capita (2015)</b>	17 476 € (165% above the Estonian average)
<b>Unemployment rate (2017)</b>	6 %
<b>Youth unemployment (&lt; 25)</b>	8 % <sup>1</sup>
Education information	
<b>Number of students - Total</b>	70.580
<b>Finished compulsory education</b>	99,5%
<b>Rate of University studies</b>	64,8 %
<b>Drop out rates</b>	7% (mostly upper secondary)
<b>Technology and education</b>	<ul style="list-style-type: none"> <li>- Free WiFi in the city</li> <li>- Schools with fibre at 1Gb/s</li> <li>- 1 computer per 11 students</li> <li>- More than 1 computer per teacher</li> <li>- Apps for teacher-parent information</li> </ul>
<b>Municipal Education Budget</b>	<ul style="list-style-type: none"> <li>- 203 M€ 26% (the highest share in City budget)</li> <li>- 405 EUR a year per student</li> </ul>

Today Tallinn is a prosperous city with a growing population with only 6% unemployment rate (8% youth unemployment). Tourism, transport and logistics and trade are main economic sectors. Over 60 Information and Technology companies of different sizes are set in the city including 3 big telecommunications companies, e.g. Telia with 1.800 employees.

Tallinn is member of the Education Commission at EURO CITIES and has positioned itself as an educating city. The 203,2M € for education are the biggest article of the 580M € municipal budget. Tallinn Education Department employs 60 people to coordinate education in the city.

City government is responsible for a total of 195 municipal educational institutions comprising: preschool childcare institutions, basic and upper secondary schools, schools for extra-curricular activities, and one VET school<sup>2</sup>. Expenses include infrastructure, management, maintenance, staff salary, staff development, educational projects, teaching aids and free pre-school lunch. Public transport and state museums are free for students.

Tallinn's education motto "We learn everywhere" means that education is not only delivered at the schools, but is the result of the full development of personal capabilities and opportunities. Learning and self-development is a person's own choice and responsibility, and so this should be supported with modern, flexible and quality education offers.

<sup>1</sup> Source: [Trading Economics](#)

<sup>2</sup> Vocational Education and Training is state financed covering 99% of VET students

Tallinn's schools are well provided with digital resources: free WiFi in the city, all public offices and schools with fibre connection at 1Gb/s (some kindergartens too), 1 computer per 11 students, and more than 1 computer per teacher.

Education results are high within the PISA rating - 95% of the population has finished compulsory education and only 7% of drop out rates affect secondary education.

### ■ Policy context and competences in Education

Education is decentralised in Estonia and cities have high levels of competences<sup>1</sup>. [Estonia 2020](#) programme and the [Estonian Lifelong Learning Strategy 2020](#), the key national policy documents, put the focus on the links between education and employment and stress the learner's individual and social development and the use of digital and technological resources.

[Tallinn Development Plan 2014-2020](#) is the tool for Education in the city and [Tallinn ICT and Digital Education Strategy 2018-2022](#) places the digital skills-building high among its education priorities, in line with Estonia's profile. The city wants to modernise learning environment in the schools while providing equal opportunities for education. To do so, education must lead to developing the skills and capacities required in the local labour market. In this regards Vocational Education Training is also key for Tallinn.

### ■ Main educational innovation experience and stakeholders



Innovative projects fostered by the municipality aim at a higher technological and digital profile of the city in general terms and of the students in particular. Tallinn is rich with experience in this area:

[#EduInnoLab](#) is a city-funded initiative that promotes competence building in digital skills for both students and teachers through school labs using LEGO robotics, among others.

[Smart Month Project](#) (April of 2017, April 2018 and of 2019) initiated and coordinated by Tallinn Education Department offers about 250 open lessons and workshops throughout the city. They are organised by Tallinn schools and preschools to share experiences and get new education ideas on digital learning, coding, robotics, virtual reality, etc.

[Educational Festival IduEDU](#) (October 2018) initiated and coordinated by Tallinn Education Department, HITSA (Information Technology Foundation for Education), eKool, Tallinn University and Startup Estonia (a governmental initiative) is being organised for the first time in 2018 and aims at bringing together children, students, parents, teachers, schools' heads and education experts to share educational innovation practices of Tallinn schools and preschools, and to develop discussions on promoting quality education in

<sup>1</sup> The [Republic of Estonia Education Act](#) setting the national framework and standards for the curricula. [Estonian national curriculum for basic schools and upper secondary schools](#) is the reference framework for compulsory education levels.

the city.

**Business village:** A governmental initiative being transferred from the city of Tartu (EE). 2 tech districts in Tallinn, where important companies such as Skype are located, will create the business village in next years, shaped as a small city where schools go to visit shops, banks, services and they play games in simulated and close to reality conditions.

Tallinn URBACT Local Group (ULG) is composed of Headmasters and teachers of education centres (pre-school, general and upper secondary and VET education centres) from 3 of the 8 city districts; the Department of Education in the city Council; Tallinn Enterprise Department; the Estonian Chamber of Commerce and Industry; Tallinn Youth and Sports Department; Tallinn University of Technology/ Mektory innovation centre, and representatives of Parent’s Associations and Parents’ School Boards (some of whom were active in previous URBACT projects as members of the ULG as well).

In the future, the local group may also include the Department of Employment, schools’ ex-alumni, cultural entities, grandparents, and education experts. The city district level of government is also considered important to be involved.

Functions and objectives of the URBACT local group will be to:

- Create the Educational Innovation Network in 3 different districts in Tallinn, representing a total of 8 schools and 4 Pre-schools’ willingness across the education community
- Collaborate with the Education Department in the planning and implementation of first pilot projects of the Network in the schools
- Bridge relations with stakeholders in each of the 3 districts and deploy targeted and attractive communication to reach different stakeholders.

■ **SWOT Analysis of Education in Tallinn**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Leading innovative and motivated teachers and headmasters</li> <li>• Attractive learning environment with well-equipped schools</li> <li>• Good supply of ICT-tools and connectivity of education centres</li> <li>• The municipality has proven experience in international education projects and networks</li> </ul>	<ul style="list-style-type: none"> <li>• Low level of digital skills of teachers</li> <li>• Insufficient cooperation between families and schools</li> <li>• Teacher profession is unpopular</li> <li>• Insufficient Estonian language skills of the students and teachers with Russian as home language</li> <li>• Low involvement of community organisations</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• New ambitious municipal projects, e.g. #EduInnoLab to strengthen cooperation with business private sector in the city</li> <li>• Cross-cutting approach in education</li> </ul>	<ul style="list-style-type: none"> <li>• Lack of resources (time, finances, people)</li> <li>• Low salaries of teachers</li> <li>• Teachers are becoming old and old fashioned</li> </ul>

■ **How is the EIN going to address the challenges of Tallinn?**

Tallinn sees the EIN multi-stakeholder cooperation platform as an opportunity to reinforce cooperation among all public and private stakeholders in the education community and a mechanism to improve the quality and adequacy of students’ skills for the actual professional capacities that local companies require. In particular the EIN will:

- Improve cooperation between schools, families, companies, entities and the Council
- Strengthen collaboration of different municipal Departments for Education
- Increase employability of the young by means of encouraging joint projects between the University, institutions of professional higher education, vocational schools and enterprises
- Make vocational schools more attractive and labour market oriented
- Develop students’ entrepreneurship skills.

■ **Transfer Potential: Assets and Barriers**

Assets and potential	Barriers and difficulties
<b>Political support</b>	
<ul style="list-style-type: none"> <li>▪ Education is a political priority and a strategic topic for Tallinn authorities with a strong component of ICT and Digital education</li> <li>▪ Political stability. The present Council mandate ending 2020</li> </ul>	<ul style="list-style-type: none"> <li>▪ No significant observations</li> </ul>
<b>Resources and governance</b>	
<ul style="list-style-type: none"> <li>▪ Modern education premises and good provision of ICT tools and digital resources</li> <li>▪ The Education Department has wide competences in primary and secondary levels</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of financial resources can be an initial constraint. The Municipality has not YET quantified the cost of the transfer project in terms of extra human resources required to manage the EIN</li> </ul>
<b>Stakeholders</b>	
<ul style="list-style-type: none"> <li>▪ A good number of teachers and schools’ headmasters as well as parents already leading and involved in innovative projects</li> <li>▪ Youth clubs and organisations active in non-formal education</li> <li>▪ A number of schools have expressed interest in learning new education methods</li> <li>▪ Teachers and parents familiarised with ULG participation work</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low level of families’ participation in school life</li> <li>▪ Lack of tradition of cooperation between schools and private business companies</li> </ul>
<b>Innovative role of schools</b>	
<ul style="list-style-type: none"> <li>▪ Schools’ capacity to hire teaching and non-teaching staff, thus allowing team building</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of appropriate mindset of many teachers for educational innovation</li> <li>▪ Aging teaching staff with low skills on digital tools and new technology</li> <li>▪ New projects seen as additional workload to the</li> </ul>

daily responsibilities of teachers	
<b>Communication</b>	
<ul style="list-style-type: none"> <li>▪ Wide presence of local media with Newspapers and local TV</li> <li>▪ One full-time dedicated person for Communication within the Education Department</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difficulty in reaching parents</li> </ul>

■ **What is going to change in the city in order to transfer the GP? What is missing?**

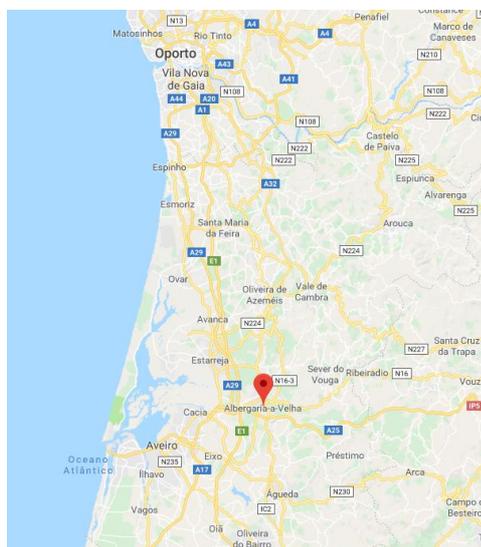
The first steps will be to formalise the leading and committed team of teachers and headmasters and start organising meetings at the district level as part of the ULG consolidation. The role of the ULG Coordinator and the Education Department will be key for communication flows and advancing the work of the local group.

The schools representatives will be supported in the first steps of establishing communication and relations with new stakeholders at district level, namely parents, and community and social organisations. In parallel to this, the Education Department will establish contacts with other Municipal Departments as well as with business representatives and Tallinn University. The On Board project team will map the Education projects to be shared with other partners. In a more advanced stage of the project a group of first ‘Education Innovators’ from the three district schools and from the companies will select a number of pilot projects to implement and start the process of “learning by doing”. These first projects will enable a combination of knowledge and personal development.

Most likely the Educational Innovation Network management and Coordination will be located within the Municipal Department of Education. As a big city with an administration of significant dimensions, the Department of Education in Tallinn may find certain difficulties in resourcing the Network and allocating the required budget to create the management team and to enable the governance. The institutionalisation might therefore experience some delays and the transfer process may require more time than the scheduled 24-month transfer period.



## 2.2. Albergaria-a-Velha, Portugal



Social-economic information	
<b>Population</b>	25.252
<b>Demographic profile</b>	26 % below 25 56% 26-60 18% over 61
<b>GDP per capita (2015)</b>	N/A
<b>Unemployment rate (2017)</b>	5,5%
<b>Youth unemployment (&lt; 25)</b>	N/A
Education information	
<b>Number of students - Total</b>	3.188
<b>Finished compulsory education</b>	86%
<b>Rate of University studies</b>	78%
<b>Drop out rates</b>	1,2%
<b>Technology and education</b>	- WiFi and fibre in schools - 345 PC for 3.476 students (1 PC per 10 students)
<b>Municipal Budget for Educations</b>	- 2M € (12% of the City budget) - Rate of local investment per student 679€/year

### ■ The city

[Albergaria-a-Velha](#) (25.200 inhabitants) is located at a strategic road communication node in the north-centre area of Portugal, 2,5 hours from Lisbon, 45 min. from Porto and 15 min. from Aveiro, all of them with important national sea ports. The main North and South rail line stops in Aveiro.

This geostrategic position has favoured the development of an important [industrial hub](#) in the past years. 2.350 business companies are located in an industrial area of about 300 ha. Economic development largely relies on the manufacturing industry with 3.347 jobs in 2012, being metallurgy the major one. Albergaria's economy is growing and population is increasing. Unemployment (5%) is lower than the national and the regional rates, but still, youth unemployment is high.

Albergaria recognises a shortage in its qualified workforce. Therefore, the city has prioritised education with a two-fold goal: a) to improve overall population education results, and b) to respond to the new labour market needs and challenges. The efforts in this area have already led to a considerable decrease in school drop out, from 3,3% to 1,2% since 2011. The rate of finished compulsory education today stands at 86%.

Local education budget allocated by the municipality amounts to 2 M€ per year (11-12% of the Municipal budget, staff not included), and the rate of investment per student is 679€.

### ■ Policy context and competences in Education

Pre-school and Primary education (6 to 9 years) is a Municipal competence in Portugal, while 2<sup>nd</sup> and 3<sup>rd</sup>

cycle (secondary education) is the responsibility of the Central Government. The municipality is in charge of managing non-teaching staff in education centres; maintenance and equipment of schools; school canteens; and, social responsibility.

The Municipal Council of Education drafts and updates the social charter, coordinates the educational system and links it with other social policies, namely health, social action, and training and employment.

Three Parents Associations, named Schools Education Councils, cover education centres in three different areas of Albergaria. Even though schools do not have a single Parents' Association each, the three Education Councils are the representative body for all the families in the local education system. The Municipality is also member of all three School Education Councils.

The national government manages the teaching staff of all education levels. The [Portuguese Basic Education Law](#) and the [National Curriculum](#) sets out the main education guidelines and political framework. At the regional level, the General Directorate of Education (DGEST) performs as a delegation of the national Ministry of Education in the territory and is the direct contact for the municipalities. They sign cooperation agreements and strategic documents developed at the municipal level, for example the [Educational Charter of the Municipality](#), which is the compulsory document of all municipalities and the instrument for prospective planning on equipment and infrastructures in view of the city's demographic and socio-economic development

Albergaria has its own '[Municipal Educational Strategic Plan of Albergaria-a-Velha](#)' (2017). The Plan was developed in a participative process with local education agents and contributed to create an Educational Vision for the city: "Building a community with a sense of belonging and identity between different citizens and with high levels of qualifications". The strategic plan aims at improving qualification of human capital and strengthening the capacity to respond to the new challenges of an increasingly qualified territory. It is a strategy for bringing together schools, companies, social, cultural and sports institutions and public administration around common actions and goals.

The Municipal Educational Strategic Plan focuses on 4 areas: 1) Participation -with a specific reference to Educational Networks and strengthening School-Family-Community relations-; 2) Qualifications; 3) Inclusion; and, 4) Entrepreneurship -to create and strengthen synergies between schools, universities and enterprises, which has led, as of today, to increased collaborations between these sectors. The document is also in line with the supra-municipal development strategies and education plans, namely the [Territorial Development Strategy 2014-2020](#) for the Region of Aveiro and the [Covenant for Development and Territorial Cohesion \(PDCT\)](#).

Portugal is decentralising Education in 2019, the devolution of competences to the local level will require formal acceptance from the municipalities. There is a general opinion that today's system is quite rigid and does not allow for innovative proposals.

#### ■ Main educational innovation experience and stakeholders

Stemming from the Educational Strategic Vision and the importance that entrepreneurship skills have in it, Albergaria has interlinked the activity of Albergaria Empreende (local business support service) with the Entrepreneurship Action Plan in Education. More than 2.200 students and 130 teachers participate., namely the [Junior Entrepreneurship Fair](#) (Municipality, primary schools and local companies) where primary school students present simple business ideas; and the [Entrepreneurship Club and Ideas](#)

Competition, a business ideas contest organised by the Municipality, school centres and local business associations, addressed to Secondary school students.



*Finalists of the Ideas Contest of Albergaria-a-Velha*

Also relevant is the PiGo project, a low budget TED-talks-inspired event organized by students in which business people give inspiring talks to generate interest among the youths with ideas, concepts, values and opportunities as well as to encourage entrepreneurial attitudes.

Albergaria ULG members include school teachers and headmasters both from primary and secondary school centres; the Business Association of Albergaria; the Industrial Association of the Aveiro Regional District; two local business companies; the Technology Transfer Unit of the University of Aveiro; the Young Entrepreneurs Association of Albergaria-a-Velha, and members of the three Parents Associations (School Education Councils) from Albergaria and its parishes. From the City Council, the Departments of Education and Youth, as well as Economic Development will be leading and encouraging the project.

These entities meet together regularly at the Municipal Council of Education and all have participated in the Strategic Plan. They also share the Council's main objectives for education.

The functions and objectives of the URBACT local group will be to:

- Set up the initial group of stakeholders which eventually will be the core group coordinating the Network
- Establish the Educational Innovation Network structure and functions with a city-side coverage
- Mobilise the members of different municipal departments to initiate collaboration with a cross-cutting approach
- Select the education innovators to implement first pilot projects. During the initial stage, Albergaria has prioritised promoting interactions between schools and the private sector, in line with the city's interests This will most probably consist of the business-schools lunch or breakfast actions, similar to those taking place in Viladecans.

■ **SWOT Analysis**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Education as a priority for the City Council</li> <li>• Overall quality of school infrastructures</li> <li>• Partnership of local schools and sports, cultural institutions in non-curricular activities</li> <li>• Protocols with public and private entities to carry out professional internships</li> <li>• Well-equipped, welcoming and learning-oriented School Libraries / Resource Centers</li> <li>• Experience in a participated process for and Education Strategy</li> <li>• Municipal Council of Education acknowledged mediating role between associations, schools and companies for joint activities</li> <li>• Dynamic Network of Social and Solidarity Associations</li> </ul>	<ul style="list-style-type: none"> <li>• Little articulation between 3 School Education Councils</li> <li>• Aging and reduced renewal of teaching and non-teaching staff in public schools</li> <li>• High mobility of teachers</li> <li>• Low provision of Vocational Education Training</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Higher municipal competences after 2019 decentralization in education</li> <li>• Capacity to attract population vis-à-vis neighbouring counties</li> <li>• Preferential geo-strategic location for business investment</li> <li>• Offer of cultural and sports equipment</li> <li>• Relations with the Transfer of Technology Unit of the University of Aveiro for assessment and monitoring of education and impact on employment</li> </ul>	<ul style="list-style-type: none"> <li>• Low expectations of students and families regarding school progress and life projects</li> <li>• Growing isolation of the population in some parishes</li> <li>• Apparent demotivation of education professionals</li> <li>• Increasing social and behavioural problems in schools</li> </ul>

■ **How is the EIN going to address the challenges of Albergaría?**

Albergaría needs to modernise the education practices and methodologies used in the schools and open the local education system to agents in the city that can contribute to strengthen the sense of “belonging and identity between different citizens and with high levels of qualifications”, as stated in the Municipal Strategic Educational Plan. The EIN will intensify cooperation of school-municipality-business and provide the skills and competences more in line with today’s global needs and local labour offer. Eventually, the city expects to make the 2017 Educational Plan effective. More particularly the EIN will help to:

- Boost motivation for new pedagogical proposals among teachers by providing the “learning by doing” experience of pilot educational innovation projects and showcasing the positive impacts.
- Strengthen collaboration of the 3 existing parents’ associations as a means for involving families in school projects and consolidate the sense of education community.
- Meet the needs of the specific local labour market based on a manufacturing industry. Although local companies today offer relatively good levels of employability, the challenge for the city is to increase the offer of higher qualified jobs.

■ **Transfer Potential: Assets and Barriers**

Assets and potential	Barriers and difficulties
<b>Political support</b>	
<ul style="list-style-type: none"> <li>▪ Involvement and support of Mayor’s office and Councillor of Education</li> <li>▪ Local Education Strategic Plan in force acknowledging the need of networking in education</li> </ul>	<ul style="list-style-type: none"> <li>▪ No significant observations</li> </ul>
<b>Resources and governance</b>	
<ul style="list-style-type: none"> <li>▪ On-going local projects of companies and schools</li> <li>▪ Premises of the Local Business Incubator hosting the EIN will facilitate creating synergies</li> <li>▪ Municipal Council of Education, a multi-stakeholder and coordination entity can play a key role in the transfer process</li> </ul>	<ul style="list-style-type: none"> <li>▪ No significant observations</li> </ul>
<b>Stakeholders</b>	
<ul style="list-style-type: none"> <li>▪ Informal network of stakeholders who participated in the strategic process interested in the EIN</li> <li>▪ The three School Councils of Education committed to the creation of the Network</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of adequate skills and mindset for educational innovation projects among some education agents (within the groups of teachers and parents)</li> <li>▪ Aging teaching staff resistant to change and lacking motivation for innovative projects and methods</li> <li>▪ Lack of time - training, meetings- of teaching staff for new education initiatives</li> <li>▪ Low level of families’ involvement in the education of their children</li> </ul>
<b>Innovative role of schools</b>	
<ul style="list-style-type: none"> <li>▪ Schools, as core transfer agents, are receptive to the On Board project</li> </ul>	<ul style="list-style-type: none"> <li>▪ Current educational system is rigid in terms of bureaucracy and school management rules</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>▪ Good presence in the social media</li> <li>▪ Small city, with well-known education agents</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difficulties in reaching the targets and achieving the right results when communicating municipal projects</li> </ul>

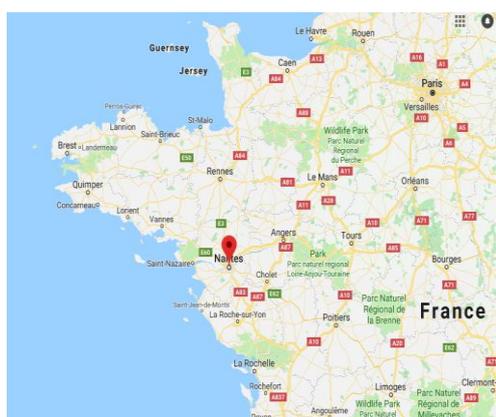
■ **What is going to change in the city in order to transfer the GP? What is missing?**

Even though Albergaria does not expect to initially create an independent institution or structure to house the Educational Innovation Network, there is an internal agreement to facilitate the organisational changes that allow coordinating Education projects with other Departments: Social, Entrepreneurship, Youth, Sports, Culture and European projects services. In particular, relations with the business representatives and most committed private companies from the city will be nurtured. The entrepreneurship incubator will host the first EIN structure and meetings, which will provide the conditions for regular and fluent communication.

A staff member within the Education Department will coordinate the ULG group. However, there will probably need to be another staff member for the Network management in the mid-term. The first actions will be to consolidate the ULG, and find the key people to initiate the EIN activities with the first pilot projects. Then, jointly analyse the Good Practice structure and projects and identify specific solutions and opportunities for the city context to optimize the transfer impact.



## 2.3. Nantes, France



Social-economic information	
<b>Population</b>	303.000 City of Nantes (620.000 Nantes Metropole)
<b>Demographic profile</b>	17,3 % below 25 62,3 % 26-60 20,4 % over 61
<b>GDP per capita (2015)</b>	40.500€ for Nantes Metropole
<b>Unemployment rate (2017)</b>	14% (higher than Nantes Metropole)
<b>Youth unemployment (&lt; 25)</b>	26% (higher than Nantes Metropole)
Education information	
<b>Number of students - Total</b>	40.000 (10% increase in last 10 years)
<b>Finished compulsory education</b>	89,9%
<b>Rate of University studies</b>	29,8 %
<b>Drop out rates</b>	7% (up to 20% in some districts)
<b>Technology and education</b>	113 schools with WiFi 1 Interactive Video Projector/4 classrooms Total of 2.200 Computers Digital Work-Spaces for communication and information sharing between schools and parents
<b>Municipal Education Budget</b>	- 60,6 M€

### ■ The city

Located within the Pays de La Loire region in West of France, [Nantes](#) (303.000 inhabitants) is witnessing increased levels of redevelopment and regeneration, following the demise of traditional local industries, including shipbuilding and shipyard activities.

Both the local and metropolitan area economies are today growing and balanced with tertiary activities (IT services, biotechnology, financial activities) and industry (aeronautics, food processing, mechanical materials). More than 25.000 companies are established in Nantes providing 167.000 jobs. Nantes is also a University city with high research potential and a pool of skills recognised by the local businesses. In November 2014, Nantes was one of 14 French cities awarded with the 'French Tech' label assigned to French metropolises recognised for their start-up ecosystem.

Education has always been a priority area for Nantes municipality and requires a significant budget as a result. It is considered as central for social cohesion and for a sustainable society. Despite being a prosperous city and region, unemployment is still at 14% and youth unemployment at 26% (both higher than Nantes Métropole). The 2018 budget for education in Nantes amounted to 60,6 M€. This includes infrastructure, management and maintenance. Cities in France fund elementary schools; Departments for low secondary schools; Régions for upper secondary schools; and the National State for all teachers and also various projects.

The city is member of the Education Commission at EURO CITIES and has participated in numerous European projects on Education, including URBACT Gen-Y, Prevent and Stay-Tuned network projects.

### ■ Policy context and competences in Education

Despite some recent attempts of competence distribution, Education is still highly centralised. The State organises and funds the Education system, defines curricula at all education levels; organises the teachers' admissions procedure, sets the contents, recruits teachers who become civil servants, provides them with in-service training; recruits and trains inspectors, and is responsible for controlling the quality of the education system.

The municipality itself has no jurisdiction over educational activities within schools, nor is it involved in teaching or developing the curriculum. However, it can propose activities during school time to complete the education offer for children. Cities also manage extra-school time activities inside schools.

Schools report to a complex grid of institutions at different government levels and with different competences: Central Government (national law); Regional level (responsible for Guidance of students); Departments (holding finance and infrastructure responsibilities); and Municipal level (a very important partner for schools and agents in the territory).

Nantes [Municipal Action Plan \(2014-2020\)](#) has education as a key part in the Plan. In December 2014, the City Council approved the territorial Educational Project of Nantes for 2014-2020 named [Growing up Well in Nantes \(Bien Grandir à Nantes\)](#) the main education policy reference document for the city.

The Plan foresees upgrading the material conditions but also more attention to the well-being of children; it sets education as a priority (and first municipal budget), and establishes the key topics and Departments involved in the development and implementation of the Education strategy in a cross-cutting approach, including Education, Health, Youth, Culture and Sports.

The Department of Education in Nantes city is being reorganized this year (2018) and is expected to have the process completed by November. The reform aims at reinforcing the presence of different municipal services at the level of Educational Districts while at the same time improving the coordination among them offering a one-stop services scheme.

### ■ Main educational innovation experience and stakeholders

Nantes has an experience of interlinking Education with other relevant policies, such as Culture or Youth. The [Digital Gate for Arts and Culture for Public Schools](#) (May 2018) is a Municipal initiative piloted by the Departments of Education and Culture to place the global offer of artistic and cultural resources at the service of schools. The support service in Nantes is part of the national plan to reducing inequalities and

stipulates that students of the 3<sup>rd</sup> year of low secondary school (15 years) spend 1 week in a company to familiarise themselves with the labour environment.



Nantes participates in the National Education Ministry initiative that has designated Priority Education Area Schools in more socially complex districts in the city. These schools work with neighbourhood education networks and other education agents outside the school centre. Priority Education Area Schools have created strong district networks, which may become relevant actors in the transfer of the Educational Innovation Network in Nantes.

The most relevant participation of the business sector in support of young skills development comes from an association of private digital companies, the [ADN Ouest \(ADN West\)](#). It is the largest network of professionals in France representing the digital business industry in Pays de La Loire and Brittany (over 500 companies representing 50.000 jobs in the digital sector). This association runs projects on innovation, training and digital transition, with some initiatives specifically dedicated to promoting interest and skills-building among the youths on digital and technological careers with the aim of linking sector companies and schools to meet the new demands in recruitment. Nantes also has a rich variety of leisure, cultural, education and other specialized organisations participating in extra-curricular activities of the children and young people. All these will be relevant actors within the ULG since they put forward education work while at the same time they create bridges with private actors.

The Nantes group of local stakeholders (ULG) that will participate in the Good Practice transfer process is made up by the Head and officers of the Department of Education and the Departments of Youth and Health at School; a representation of Primary and Secondary Schools Headmasters; the Canopé organisation for digital and technological skills training; ADN West, the NGO of digital Companies; the University of Nantes, namely the Laboratory of Digital Sciences; PING NGO for digital resources; AFEV NGO of support to students with scholar difficulties; parent's representatives; NAP NGO for extra-curricular activities in schools; ACCOORD NGO for students' leisure activities; and the Project Manager for European Development, within the Department of Education.

This group will eventually comprise a more structured and permanent network of stakeholders in each district they represent. The Department of Business Support will also be involved to liaison with the local business sector.

The functions and objectives of the URBACT local group in Nantes will be to:

- Create working groups in each of the participant Districts

- Start implementing pilot projects that are important and appropriate to their own context. This will facilitate the engagement of schools’ teachers, parents and stakeholders in the neighbourhood following the EIN’s working principle of “learning by doing”
- On Board’s first transfer steps will be towards identifying the first ‘doers’ for the implementation of pilot projects in one or two City Education Districts (still to determine). These initial projects will receive the Educational Innovation Network label, and are aimed at showcasing these first results to raise interest among other education stakeholders.

■ **SWOT Analysis**

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Education as a long-term political and strategic priority in Nantes</li> <li>• The role given to education as key for social cohesion and increased equality</li> <li>• Networking initiatives with some schools, towards building the “educational community” involving a diversity of stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>• Highly centralized French Education system</li> <li>• Complex and bureaucratic French administration making schools report to too many layers of government and preventing flexibility for school-led education projects</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Priority Education Area Schools with networking experience and links to the neighbourhoods</li> <li>• New structure of the Education Department enabling a cross-cutting approach at the district level</li> <li>• Priority given to digitalisation of education within and out of school and to develop an active partnership between teachers, associations and digital managers</li> <li>• Thriving economy positioning the city and the region within France and in Europe</li> </ul>	<ul style="list-style-type: none"> <li>• Limited time that schools’ staff can dedicate to new projects and activities other than the daily work</li> </ul>

■ **How is the EIN going to address the challenges of Nantes?**

Nantes expects that the Educational Innovation Network will help the city to cope with its economic developments that position the region as a technological and innovation pole, meeting the requirements for technological skills and competences that this entails. In this regards, the city is keen on knowing more about Viladecans’ plans for introducing Learning and Knowledge Technologies, because it is seen as an opportunity for tackling the city’s digital divide.

In addition, Nantes wants to balance the economic and social inequalities within the city and between different districts. The cross-cutting and collaborative approach of the EIN facilitates a most suitable

mechanism to strengthen the collaboration and relationships of the local of stakeholders, in particular the involvement of families, since they play a vital role in the success of their children education.

Finally, there is a need to facilitate a formal and visible structure and organisation that integrates the rich and diverse education projects being developed in the city, which today are not so coordinated and well known outside. The Educational Innovation Network will be the materialisation of such involvement in a formal body.

■ **Transfer Potential: Assets and Barriers**

Assets and potential	Barriers and difficulties
<b>Political support</b>	
<ul style="list-style-type: none"> <li>▪ Strong political commitment and Strategic Plan in place with future vision and objectives linked to a broader regional strategy (Nantes Metropole)</li> <li>▪ Political commitment expressed in building the Network of education stakeholders at the district level and the opportunity to link it to the administrative reform in the Department of Education</li> </ul>	<ul style="list-style-type: none"> <li>▪ No significant observations</li> </ul>
<b>Resources and governance</b>	
<ul style="list-style-type: none"> <li>▪ Budget will be included and available in the new Department organization</li> </ul>	<ul style="list-style-type: none"> <li>▪ No significant observations</li> </ul>
<b>Stakeholders</b>	
<ul style="list-style-type: none"> <li>▪ Weight of the digital sector in the region economy as an opportunity to tap onto experience and resources of local business agents</li> <li>▪ Diversity of non-formal education stakeholders including youth, sports and leisure organisations</li> <li>▪ The involvement of relevant education agents – headmasters, teachers, entities, parents and officers – in previous learning and exchange European projects</li> <li>▪ Interest of local business agents to improve digital and technological capacities of the young</li> </ul>	<ul style="list-style-type: none"> <li>▪ Lack of collaboration among education stakeholders in the city</li> <li>▪ Teachers overloaded with their professional duties</li> </ul>
<b>Innovative role of schools</b>	
<ul style="list-style-type: none"> <li>▪ The experience and interest of the Priority Education Area Schools offer an excellent environment for the initial steps of the EIN Good Practice Transfer</li> </ul>	<ul style="list-style-type: none"> <li>▪ Centralised education system and curricula may inhibit bottom-up initiatives</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>▪ No significant observations</li> </ul>	<ul style="list-style-type: none"> <li>▪ Difficulties in triggering attention of large audiences</li> <li>▪ Communication channels too traditional and need innovation</li> </ul>

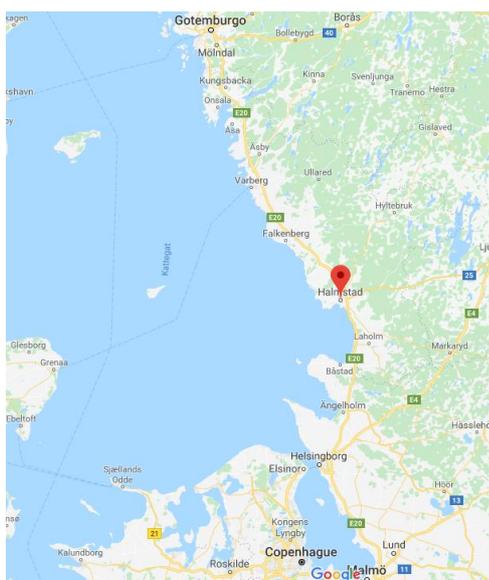
■ **What is going to change in the city in order to transfer the GP? What is missing?**

In Autumn 2018, the new Education Department organisational structure is expected to be in place. The On Board project team will take first steps towards interlinking it with the Educational Innovation Network activities, building relationships with all education agents at the district level. Nantes will then carefully map other education projects and initiatives to avoid duplication. The EIN is meant to harmonise rather than to add more responsibilities and workload to education agents, in particular teachers.

To put things in perspective: Viladecans is the size of one of Nantes’ four Educational Districts. Nantes will transfer the Network to one or two Educational Districts, where the first ‘Education Innovators’ are already active and will plan for the scale up to other districts in the mid-term. Nantes foresees a slow but participative transfer process to help ensure success. The formal steps for institutionalising the Network at the Districts level are estimated to be feasible during Phase 2.



## 2.4. Halmstad, Sweden



Social-economic information	
<b>Population</b>	100.000
<b>Demographic profile</b>	30 % below 25 48 % 26-60 22 % over 61
<b>GDP per capita (2015)</b>	34.450 € (2015)
<b>Unemployment rate (2017)</b>	5,2% (2017)
<b>Youth unemployment (&lt; 25)</b>	7,8% (2017)
Education information	
<b>Number of students - Total</b>	16.500
<b>Finished compulsory education</b>	85,5% <sup>1</sup> .
<b>Rate of University studies</b>	40,8%
<b>Drop out rates</b>	14,5% <sup>2</sup>
<b>Technology and education</b>	<ul style="list-style-type: none"> <li>- Free Wi-Fi in all municipal premises, including schools</li> <li>- Elementary and Secondary Education have a total of 5.000 devices.</li> <li>- All students 4-9 degrees (11 to 16 years) with own digital tool by 2020</li> </ul>
<b>Municipal Education Budget</b>	- 150 M€

■ **The city**

Halmstad (100.000 inhabitants) is on the Swedish west coast, 1 hour by train from Gothenburg and 2 hours from Copenhagen. The city is growing and expanding and its favourable location allow business to develop and tourism to thrive.

<sup>1</sup> Low level due to the fact that high school students not approving all subjects need to extend their studies for 2 years before they can go to the University

<sup>2</sup> High level Influenced by the non-accredited students, see note 1.

Halmstad's biggest employers are the Municipal Council and the County Council, followed by companies in trade and tourism. Sector-diverse small and mid-sized companies are prospering in the city, as well.

Halmstad has a port for freight transports and is one of Sweden's biggest ports for timber export. There is a renowned University with 10,000 students and its main faculties are Innovation (Engineering), Computing, and Health and Lifestyle. Unemployment is relatively low in the city (5,2%, 2017) and so is youth unemployment (7,8%, 2017).

The Municipal Council wants to develop Halmstad as a hometown, a city of knowledge and a city of experiences: 'A city where people grow and develop with life long learning, creativity, entrepreneurship and innovative thinking'. Knowledge, therefore, is ever present in local policies.

The 150 M€ budget for Education is the highest share of the municipal expenses, financed by income tax. The investment is about 8.000 € per student (all expenses, including teachers salaries)

### ■ Policy context and competences in Education

In Sweden, the curriculum is centralized and the Ministry of Education is the national authority ensuring and monitoring the quality of education. However, the public network of schools is managed and funded at the municipal level, this includes teaching and non-teaching staff, planning and developing infrastructures, maintenance and implementing local education policies.

The regional government of Halland manages cooperation between the different municipalities and is responsible for a few regional schools of specific areas, i.e. agriculture in Halland or residential schools for adult education.

The city of Halmstad does not have an *ad hoc* document addressing Education as a priority. Local education is coordinated and managed under the Local Plan, the 3-year plan for each mandate approved at the Local Parliament. Still, education is a key topic for the city and priority is given to on-going professional development of teachers, students with disadvantaged backgrounds (refugees, asylum seekers and migrants), work-based learning, digital competences, and innovative pedagogies.

Two Education Departments in Halmstad Municipality are responsible for Primary and Lower Secondary Education, and Higher Secondary Education (High School) respectively. The two Departments are led by two different City Councillors. The Council is planning to cluster different areas that have interactions with education, i.e. culture and sports, and to strengthen collaboration of the two Education Departments. It is expected that the transfer of the Good Practice will favour this process.

All Elementary and Secondary Education schools have WiFi and a total of 5.000 devices. All students 4-9 degrees (11 to 16 years) are scheduled to have their own digital tool by 2020.

### ■ Main educational innovation experience and stakeholders

Some relevant initiatives to contribute to increase digital skills in the school involve private companies. With a budget of 625.000 €, the [Real Classroom Lab](#) sponsored by the Swedish Innovation Agency, involves four schools of different levels -primary, secondary, high school and University- to perform as labs to allow test environments in classrooms. Companies try out new digital devices, software, virtual reality and technology with education purposes and get feedback for improvement from teachers and students.

Halmstad also participates in The [Junior Achievement Sweden](#), a nation-wide programme involving companies, schools and the Municipality. High Schools create and develop business ideas.

Two other projects linking education to innovation and technology are the [Teknik College](#), a competence centre formed by a network of companies and the Municipality to offer training to students and companies on technological aspects. And the [KomTek](#), a technological school run by the Municipality offering afterschool training on mechanics, electronics, robotics and programming, in collaboration with the University.

Halmstad has other examples of cooperation between local business and schools organized directly between the company and the involved school. The municipally-organised business support service through the [network of local companies](#) has become a much used portal for contacts between the two local actors.



Schools in Halmstad work with an action research based system that allows aligning school curriculum with the students' interests developing a teacher-guided observation, experience-based and reflective learning. In addition, Swedish schools hire their own teachers and decide and plan on the education offer, especially in the upper secondary level, where schools have a high margin of decision on the educational offer and options. High school and VET are merged in one single curricula which has 1.500 points of compulsory subjects for all

students and 1000 points of optional subjects. These optional subjects can include sports, arts, drama and science. Altogether, this provides the optimum conditions for supporting educational innovation projects in school centres.

In terms of non-formal education stakeholders, the city has over 200 sports, cultural and senior citizens organisations with schools in extra-curricular projects, i.e. Halmstad MusikSkolar. They form an exceptional network of resources with great potential for the EIN.

In Halmstad, local education networks are already formed, similar to URBACT local groups. Schools have relations with the neighbourhood community and, at times, they count on outside participation according to the projects they develop in the classroom, e.g. tourism.

Halmstad ULG will be formed by one representative from each of the Education Departments (Primary & Lower Secondary Education and High School); one teacher/headmaster from each level; the supervisor of the Sturegymnasiet, a local school with a varied offer of arts and science training and innovative projects; the project leader of Real Classroom Lab and Faculty of Education Teaching of the State University. The Swedish Innovation Authority (Vinnova), the regional government of Halland, the neighbouring cities of Falkenberg, Laholm, Hylte and Varberg as well as the [Swedish Edtech Industry](#) (a network of companies working with digitalization) will all be kept updated and have the doors open to them so that each might impact on the project.

Various subgroups of stakeholders to reach from the core group of Halmstad ULG will include heads of other Municipal Departments, such as Youth and Business; representatives from the parents; local and

national business companies; Sports and Youth Clubs; and, the community of teachers.

The functions and objectives of the URBACT local group will be to:

- Create the structure from the different departments to start coordinating the project
- Start communicating the initiative to other education agents in Halmstad
- Map all education innovation projects taking place in the city
- Initiate regular communication between the two Education Departments to set up working routines on an on-going basis
- Invite a total of 3 municipal High Schools to learn about the project and the EIN, and the primary schools from one district in the city.

#### ■ SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Experience in innovative initiatives in Education</li> <li>• Decentralised education system allowing the municipality and the schools to decide on projects and initiatives</li> <li>• Engaged and innovative stakeholders</li> <li>• Experience in different educational innovation projects</li> </ul>	<ul style="list-style-type: none"> <li>• Cooperation within the municipal Education Departments has been relatively low</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Increasing cooperation between schools and business</li> </ul>	<ul style="list-style-type: none"> <li>• Low level of parents' involvement in schools' projects</li> </ul>

#### ■ How is the EIN going to address the challenges of Halmstad?

One of the main challenges in Halmstad is the low level of interaction between non-school agents and the education centres, namely families and city cultural institutions. The City would benefit from a higher involvement of these non-formal and informal education actors so as to contribute to the 360° vision and make education a responsibility of everyone in the city. In line with this, Halmstad is also interested in including broader education values as part of a more comprehensive approach to capacities of the young. Therefore, relevant for Halmstad are the initiatives contributing to develop emotional and personal skills of students and parents, areas that are not part of the formal curricula and that Viladecans has successfully adopted.

Internally, the Municipality has a specific interest in achieving better collaboration between the two municipal Departments dealing with Education, and by extension the two education levels in the city, so the two levels are seen more as a continuum.

Finally, Halmstad wants to continue to introduce digitalisation and technology solutions to education centres so as to cope with local and global needs and challenges, in particular the trends in the labour market. The city looks for increased cooperation between the local companies and schools, as it has already been initiated with the Real Classroom Lab project.

■ **Transfer Potential: Assets and Barriers**

Assets and potential	Barriers and difficulties
<b>Political support</b>	
<ul style="list-style-type: none"> <li>▪ Political will to progressively work in a more clustered way, linking the Education Departments and other directly related municipal services.</li> <li>▪ Agreement of the two Education Departments on the relevance of the Educational Innovation Network</li> </ul>	<ul style="list-style-type: none"> <li>▪ Elections in September might lead to political change, although this is not expected to greatly affect education</li> </ul>
<b>Resources and governance</b>	
<ul style="list-style-type: none"> <li>▪ The municipality has committed to allocate the necessary staff and resources for the EIN building and functioning</li> </ul>	<ul style="list-style-type: none"> <li>▪ Different departments leading the two different education levels may lead to complex coordination</li> <li>▪ Lack of funds available at the project onset</li> </ul>
<b>Stakeholders</b>	
<ul style="list-style-type: none"> <li>▪ Good relations with a number of companies through the resource centres and innovative projects</li> <li>▪ Interested schools in participating in the transfer process</li> </ul>	<ul style="list-style-type: none"> <li>▪ Low level of parents' involvement in school life and projects</li> <li>▪ Difficulties in finding available teachers, usually with a tight schedule</li> </ul>
<b>Innovative role of schools</b>	
<ul style="list-style-type: none"> <li>▪ The action-research based system allows innovation and creates optimal conditions for development of teachers-led innovative projects in the classroom</li> </ul>	<ul style="list-style-type: none"> <li>▪ No significant observations</li> </ul>
<b>Communication</b>	
<ul style="list-style-type: none"> <li>▪ Level of innovation in communication tools of partners</li> <li>▪ Previous projects with communication experience</li> <li>▪ Contact with the business sector already established</li> <li>▪ Supportive communication team at the municipality</li> </ul>	<ul style="list-style-type: none"> <li>▪ Internal communications within the Municipality can be rigid due to politics</li> <li>▪ Channels to communicate with partners lack overarching structure</li> </ul>

■ **What is going to change in the city in order to transfer the GP? What is missing?**

Halmstad's main challenge in transferring the EIN refers to the coordination of two different Departments dealing with 2 education levels: Primary and Lower Secondary Education, and Higher Secondary Education (High School) respectively.

Anchoring the project within the local administration may therefore create particular difficulties. While the Department for Higher Secondary Education will be responsible for leading the project and coordinating the EIN transfer, permanent consultation and coordination aspects will be required of the Department of

Primary and Lower Secondary education. Internal governance may call for significant changes and restructuring which might delay the process of getting the Network up and running in Halmstad.

Due to this, much time and many efforts will be dedicated to keeping the information flows open and communication steady among internal Departments. Also, particular attention will receive the communication with families, since they are not usually involved in school projects and their relation with the education centres is limited to one meeting per year with each child's teacher.

The EIN will take off in one of the five Districts in the City, with all the primary schools in it, as well as in three municipal High Schools. The first steps will consist of hiring a project coordinator to lead the ULG group and the transfer process, given the fact that the municipality needs to reinforce the staff so as to be able to assume the extra workload generated.



## 2.5. Poznań, Poland



### ■ The city

With a population of 540,000, Poznań is one of the oldest and largest cities in Poland. The city is an important junction in Europe's East-West corridor and is a significant centre for trade, services, industry, culture, higher education and science. It lies halfway between Berlin and Warsaw, 160 km from the Polish-German border. Poznań airport provides regular connections with European cities. It is also among the leading Polish cities in terms of its economy, which is dominated by the services sector (providing 71% of the city's gross added value 74% of employment. Gross domestic product per capita is the second highest in Poland after Warsaw.

Poznań is the administrative centre of the Greater Poland Region (Wielkopolska), the seat of the Association of Polish Cities and the Association of Greater Poland Municipalities and Counties. The City is also a member of the Poznań Metropolis Association, whose objective is to support the social and

Social-economic information	
<b>Population</b>	540.000
<b>Demographic profile</b>	33% below 18 67% over 18
<b>GDP per capita (2015)</b>	12.525 €
<b>Unemployment rate (2017)</b>	1,3% (2018)
<b>Youth unemployment (&lt; 25)</b>	5 % (of unemployed in Poznań)
Education information	
<b>Number of students - Total</b>	Primary: 31.643 Secondary: 24.696 (1.743 VET) University: 112.000
<b>Finished compulsory education</b>	96%
<b>Rate of University studies</b>	30% People with finished Higher Education degrees
<b>Drop out rates</b>	5%
<b>Technology and education</b>	N/A
<b>Municipal Education Budget</b>	31%

economic development of Poznań agglomeration area, inhabited by 1 million residents.

Its mature business environment system consists of a network of financial institutions, consulting agencies, associations of entrepreneurs, universities and schools with a business education profile. Cluster initiatives and the offer provided by the sub-zone of the Kostrzyńsko-Słubicka Special Economic Zone are becoming more and more popular among entrepreneurs. Innovation and creative industries, including a strong start-up environment and the gaming industry, are playing an increasingly important role in Poznań's economy.

New platforms and cooperation networks support the development of clusters and modern technologies. Links between economy and science develop thanks to Poznań technology parks: the Poznań Science and Technology Park (PPNT), Poznań Technology and Industry Park (PPTP), Nobel Tower Centre for Advanced Technologies, as well as the Business and Science Incubator. Poznań Supercomputing and Networking Centre integrates and develops the information infrastructure for science.

The city demonstrates high human capital potential, high qualifications and foreign language skills among residents. The unemployment rate, 1,3% in 2018, is one of the lowest in the country and nearly three times lower than the national average.

Poznań is 3<sup>rd</sup> in the ranking of learning cities (Schuman Foundation/Polityka Insight) and 8th in the ranking of EMEA Tech Cities (CBRE, Custom Space). It is one of the strongest academic and scientific centres of Poland, with nearly 50 research and development facilities employing 5.000 people. 25 higher education institutions, including 8 public centres, supplement more than 250 fields of study, available for students. Interesting course offers and numerous development opportunities draw the attention of higher education students to Poznań.

#### ■ Policy context and competences in Education

Poznań, with 31.643 primary school pupils, 24.696 secondary school pupils and over 112.000 university students has one of the highest densities of students per population in Poland. The city wields a wide range of competences for managing schools and local education institutions.

Activities in the field of education in Poland after 1945 were the domain of central government. Only after the political transformation in 1989 territorial self-government became a body leading for all primary and secondary schools and educational institutions. With the process of decentralization, local governments have carried out and implemented structural reforms in education that have resulted in a network of schools and institutions.

Subsidiarity is the guiding principle for the distribution of responsibilities in education. Local self-government allows cities to organise, manage, partly finance and develop education infrastructure as well as co-finance NGOs projects for youth. The central government establishes the legal framework for the general school curriculum and minimum standards of school organization; decides on the subsidies and establishes the requirements of quality standards. The local government has the competence in primary and secondary education levels; decides on the number of education centres and the working standards of schools. The Municipality also develops financial plans and rules of granting subsidies. It also takes care of the educational quality in the local area, including local educational projects.

School headmasters establish teaching plans and programmes within the policy framework, they are also in charge of implementing the financial plan, ensuring efficiency and the quality in the tasks performance, subject to the requirements and standards. Each of the education centres manages teaching and

cooperation with students and parents associations.

Finally, in Poland, every school establishes a Parent Council (Rada Rodziców), with a wide range of competences. These include the reviewing of programmes on skills improvement and raise of effectiveness. Families are regularly involved in education process or projects, but the scope of such engagement depends on the school and individual situation.

The city of Poznań does not have a stand alone educational strategy; however, Poznań Development strategy [Poznań 2020+](#) develops the City's strategic areas and highlights, amongst these are the detailed education policy and key goals, which include:

- Higher quality of educational services offer and system modernising to overcome rigid and old-fashioned education practices and methods, hierarchically organised and based on acquiring facts rather than motivation for learning.
- Boosting Vocational Education and lifelong learning effectiveness. Poznań has a highly developed and successful Higher Education sector, with prestigious national and international Universities. Nevertheless, the City acknowledges the need to develop professional training in order to cover the diversity of local employment needs of a big city.
- Education, science & business cooperation to generate innovation and support for economic development.

#### ■ Main educational innovation experience and stakeholders

Poznań has a rich, valuable experience in working with young people. It has been involved in numerous assessment and planning initiatives in order to take young people's considerations into account, including in education matters. For example, the [Study in Poznań](#) Programme (managed by the Department of City Development and Foreign Relations) attempts to improve the quality of academic and scientific dimension from the students' perspective.



The Youth City Council, led by the Municipality, allows representatives of every secondary school in the City to cooperate among themselves and to acknowledge and address students' needs and expectations.

Vocational and Education Training is a most relevant priority: Poznań has deployed a broad range of activities and projects, which are cited below:

- The [Project SSC/BPO WEEK](#) consists of events addressed to secondary school students to let them familiarize with the possibilities offered by the smart services sector and demonstrate opportunities provided by the SSC/BPO sector (Shared Service Center/ Business Process Outsourcing). The project is directed at the students of the last two grades of general secondary schools and technical secondary schools.

- [Respect for Professionals](#) (Szacun dla zawodowców) aims to attract the interest of secondary students for a vocational career path.
- [Stay in Poznań Programme](#) was created to help students from secondary and higher education levels find and join attractive internships in private companies, in response to the employers' demand for personnel fluent in foreign languages. This project bridges between the academic and the work fields.
- The project [Professional qualifications as the key to success](#) (Kwalifikacje zawodowe kluczem do sukcesu) to support the vocational education development.

Finally, to encourage and facilitate the entrepreneurship among the students, the Municipality has launched numerous projects, some of which in cooperation with the business sector:

- [Poznań Entrepreneurship Days](#) (Poznańskie Dni Przedsiębiorczości), taking place at the Poznań International Fair as a specialist consultancy services event for young entrepreneurs and people planning to start a business.
- [Poznań Startup Project](#) – to support the development of local start-ups
- [Mind Park](#) - project of cyclical meetings of business practitioners with young entrepreneurs (2013-2015)
- [Co-work AIP Poznań](#), offers meetings with mentors, expert help in refining the idea for business, training, social events and capital support.

At the level of primary schools, [Student with a passion](#) (Uczeń z pasją) supports primary schools in the selection of optimal educational paths for talented students, including implementing modern educational methods.

For the transfer of the Educational Innovation Good Practice, the ULG Composition in Poznań will include:

- Local government: three representatives from the Department of City Development and International Relations; the Director of the Education Department of Primary and Secondary levels, and members of the Business Cooperation office within the Municipality.
- Schools teachers and parents from the Jeżyce District, where the city expects to transfer the Good Practice during On Board Phase 2.
- Four NGOs and other non-formal education entities of different profiles. The selected NGO include:
  - [Estrada, Dom Tramwajarza](#): Integrating local community, linking people living in the district and creating good spaces and places, with a special emphasis on education
  - [Fundacja Mili Ludzie](#): Running a very innovative project connecting start-up learning and operating
  - [Fundacja Projekty Edukacyjne](#) and [Centrum Badań nad News Literacy](#) - 2 educational NGOs, active on media literacy training and informal learning, and learning and teaching connected to discussion approach.
- Representatives from higher education: the faculty of Education, within the Adam Mickiewicz University, and the ICT faculties as well as media and journalists faculties who have methods and tools for interactions with students.
- Local businesses: Netgroup (IT Companies) and Concordia Design, leading innovative forms of educating and communicating with citizens.
- Students: Youth City Council representatives from the District of Jeżyce.

The functions and objectives of the URBACT local group will be to:

- Form the initial core group within the District of Jeżyce to share the vision and goals of the EIN. This core group will include a number of motivated and open-minded teachers from primary and secondary schools who have an innovative approach to education. The core group will also involve parents from this same District who are also members of the District Council and social activists in this area.



- Build on the initiative already started in the Jeżyce District to initiate consultations with different stakeholders so as to better understand the causes of the declining educational results among students.
- The Municipal Department of Economic Development and International Relations will make contacts with the Faculty of Education of the Adam Mickiewicz University. This Department has studies on innovative approaches to education in Primary and Secondary levels and will be invited to be part of the ULG and members of the EIN.

#### ■ SWOT Analysis

Strengths	Weaknesses
<ul style="list-style-type: none"> <li>• Developed High Education sector in the City</li> <li>• Presence of faculties and researchers</li> <li>• Strong links between research and innovation</li> <li>• Interactions with the business sector</li> <li>• Rich network of entities: student's organisations, NGOs, Voluntaries, informal groups...</li> <li>• Families usually cooperate with educational entities and are involved in school life. Parents' Councils (Rada Rodziców) have a wide range of competences</li> </ul>	<ul style="list-style-type: none"> <li>• Insufficient emphasis on ICT in the teaching-learning process. Computer programming has fewer hours than, for example, religion.</li> <li>• Traditional education system with insufficient civic education</li> </ul>
Opportunities	Threats
<ul style="list-style-type: none"> <li>• Youths with experience to participate in projects in the city</li> <li>• Youths are taken into consideration for specific strategies and plans that affect them</li> <li>• A group of teachers and parents in one City District with an interest to renew and change the Education in primary and secondary schools</li> </ul>	<ul style="list-style-type: none"> <li>• Underfunding of teacher's profession</li> <li>• Low level of teachers' engagement in new education initiatives</li> <li>• Hierarchy and strict division of subjects</li> <li>• Underestimation of humanistic subjects</li> <li>• Other big cities (Warsaw, Wrocław) attracting young people to work for personal and professional development</li> </ul>

#### ■ How is the EIN going to address the challenges of Poznań?

Broad education challenges of the city are included in the strategy [Poznań 2020+](#): improving education quality and services in Poznań; creating an interest for vocational education and lifelong learning, and, for strengthening cooperation between the education, the scientific and the business actors. The Educational Innovation Network is seen as an opportunity to support the city's strategy.

It is also expected that an innovative approach to education increases the interest of teachers and a passion amongst children for creative thinking, thus changing the traditional method of overloading students with knowledge and facts.

More specifically, the challenges for Poznań that the EIN may help to address include:

- Building a system of high quality education at all levels to promote creative skills and highly qualified talent, particularly required by today's economy (4.0 industry). These professional profiles seek well-

paid jobs and opportunities to further develop their skills and competences. Poznań wants to build a modern and well-developed education offer to gain such talented people, and this requires efforts and investment from the primary school levels.

- Incorporating more creative and open-minded attitude of teachers and students as well as education of emotions and values, with an aim to contribute to a more comprehensive and rich development of the youth professional capacities and opportunities.
- Address the particular challenges that schools in the Jeżyce District are facing, the most important being the increasing negative reputation and a trend to social segregation. Jeżyce has gradually lost residents among the well-off families, who are leaving this district to move to other neighbourhoods with better living conditions (greenery, quieter, recreational facilities), thus leading to a replacement of the population profiles.
- Finally, the EIN's underlying viewpoint is very much in line with the strategy of the city that aims at involving different citizen groups to participate in the development of local policies, Education being among these.

■ **Transfer Potential: Assets and Barriers**

Assets and potential	Barriers and difficulties
<b>Political support</b>	
<ul style="list-style-type: none"> <li>▪ The leadership for the transfer process will be in the hands of the City Development Foreign Relations Department. The Department of Education will closely monitor the Network implementation at the District level</li> </ul>	<ul style="list-style-type: none"> <li>▪ No significant observations</li> </ul>
<b>Resources and governance</b>	
<ul style="list-style-type: none"> <li>▪ The City of Poznań is committed to devote resources for the required staff to manage the network</li> </ul>	<ul style="list-style-type: none"> <li>▪ No significant observations</li> </ul>
<b>Stakeholders</b>	
<ul style="list-style-type: none"> <li>▪ Over 4.000 NGOs operating in the municipal area, many receiving grants to support students and cooperate with educational entities and projects for youth, create a rich social fabric</li> <li>▪ Existing cooperation between the boards of parents from different schools;</li> <li>▪ The business sector cooperates with educational entities, in particular some vocational schools of secondary and tertiary levels for training</li> </ul>	<ul style="list-style-type: none"> <li>▪ Some teachers are overwhelmed with the scope of their duties - they will have to manage their time to engage in the project</li> </ul>
<b>Innovative role of schools</b>	
<ul style="list-style-type: none"> <li>▪ In some schools there are innovative programmes implemented. There is also an increasing awareness of the role of IT in the</li> </ul>	<ul style="list-style-type: none"> <li>▪ Overall, education keeps traditional forms and structures and schools are not used to innovative approaches and methods</li> </ul>

teaching processes	
<ul style="list-style-type: none"> <li>▪ Headmasters and teachers interested in improving the situation of schools in Jeżyce District</li> </ul>	
<b>Communication</b>	
<ul style="list-style-type: none"> <li>▪ A fluent communication with young in the city through various channels including social media</li> </ul>	<ul style="list-style-type: none"> <li>▪ Multitude of channels preferred by the youth Requires creating a coherent communication strategy in the city</li> </ul>

■ **What is going to change in the city in order to transfer the GP? What is missing?**

With a focus in the Jeżyce District, the Good Practice will help to interlace various stakeholders who will sit together to explore the possibilities that the Education Network can offer to improve results and strengthen cooperation in that District. Some initial steps have already been undertaken in this sense: teachers and headmasters from the primary and secondary schools have initiated contacts with parents, representatives from the companies in the district, members of youth entities, and other educational institutions to better understand the reasons of low education results in the Jeżyce District. The Educational Network is seen as a tool to build on these initial steps and instrumental to apply the solutions.

Quantitative and qualitative analysis are already being developed so as to inform the first steps, and the initial improvement areas that the group of active stakeholders has suggested to tackle the district challenges include:

Improving the image of schools, enhancing education quality, keeping the best teachers on Jeżyce, and improving communication within the school and non- school education community, in particular a greater involvement of parents.

In addition, analysis of the Good Practice and testing new methods and projects will offer alternatives to the traditional rigid education system, today a hierarchic structure where obligations and subordination are guiding principals for children from very early stages.

## 2.6. Transfer Potential Assessment. Summary table

Following the URBACT Transferability Study Guide, the Transfer Cities have been rated A, B or C according to the extent to which they are able to transfer the Good Practice:

- A Cities: Will plan, adapt and transfer the Network at full-scale reuse of the good practice within the timescale of the project.
- B Cities: Will create the Transfer Plan but adapt and partially enable the Network within the timeframe of the URBACT project.
- C Cities: Will produce a clear transferability plan, identifying aspects to be transferred and resources to support the process within a clear future time frame, beyond the 24 months of Phase 2.

None of the Transfer Cities is rated C since they will all transfer the Educational Innovation Network to some extent. However, the main reason for bigger cities to be graded B is the fact that they will transfer the EIN to one, two or three Districts in the City and a selected group of education centres. Only one Project Partner, Albergaria, will transfer it as a city-wide Network. Below is the summary table for all Transfer Cities showing the Assets (strengths) and Barriers (weaknesses). The section on Comments also summarises the main challenges that each Transfer City will face during the transfer period:

Partner	Population	Country	Transfer Assets	Transfer Barriers	Transfer Potential	Comments and explanation of main challenges identified
TALLINN	450.305	EE	+ Political support and clear vision for modernising education + Public-private collaboration experience in education projects + Well resourced premises + Digital and tech equipment + Committed leading group of school teachers + Significant resources for to communication within the Department of Education	- Lack of educational innovation mindset and digital skills of most teaching staff - Low level of parents' involvement in school life - Lack of tradition of shared initiatives between Education and other municipal areas.	B	Due to the dimensions of the city, it will be initially transferred to 3 Districts providing the test bed for future scaling up beyond the 24-month project period.  Involving some stakeholders, particularly parents, will require longer-term investing in time and communication activities.  Sufficient resources will need to be allocated to enable the creation of the EIN and avoid excessive workload of staff from the Education Department.  Finally, mainstreaming the project through different Municipal Departments is a challenge for the city.

Partner	Population	Country	Transfer Assets	Transfer Barriers	Transfer Potential	Comments and explanation of main challenges identified
ALBERGARIA	25.252	PT	<ul style="list-style-type: none"> <li>+ Participatory Education Strategic Plan in place</li> <li>+ Direct political involvement</li> <li>+ Ambitious project of entrepreneurship skills development for students</li> <li>+ Public-private projects and relations regards Education</li> <li>+ Available resources for EIN management staff and premises ready for hosting the EIN</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of innovation mindset among some education agents</li> <li>- Lack of digital skills of teaching staff</li> <li>- Still centralised and bureaucratic management of school centres</li> </ul>	A	<p>In view of the population size and number of schools and students, Albergaria seems to be ready to transfer the GP as a city wide project within the On Board project life span.</p> <p>An initial intensive work on communication and stakeholders' engagement will need to take place. On Board projects and activities will play a key role in raising awareness and showcasing results to teachers and students' parents.</p>
NANTES	303.000	FR	<ul style="list-style-type: none"> <li>+ Political support and commitment to Education and the Educational Innovation Network</li> <li>+ Previous experience of stakeholders using innovative approaches</li> <li>+ Links between innovative companies and education projects for local students</li> <li>+ Active and committed school headmasters and teachers at district level</li> <li>+ Priority Education area schools</li> <li>+ Non-formal education stakeholders</li> </ul>	<ul style="list-style-type: none"> <li>- Slow and bureaucratic administration of Education</li> <li>- The Education Department reform and the Education Network building are two concurrent projects that need to be aligned and interlinked rather than develop in parallel. This might be a challenge for organisational matters</li> </ul>	B+	<p>Nantes will initially transfer the EIN to 2 Districts and the Transferability Plan will foresee further scale up to a wider coverage.</p> <p>Main challenge is the Education sector reorganisation and unexpected difficulties encountered along the process of formalising the Network. However, due to the strong political commitment to Education policies and the Network, the On Board team is optimistic.</p>

Partner	Population	Country	Transfer Assets	Transfer Barriers	Transfer Potential	Comments and explanation of main challenges identified
HALMSTAD	100.000	SE	<ul style="list-style-type: none"> <li>+ High quality education and results in the city</li> <li>+ Tradition of innovation practices in education centres</li> <li>+ Private companies involved in innovative projects</li> <li>+ Available resources for Education Network management</li> </ul>	<ul style="list-style-type: none"> <li>- Lack of coordination of 2 Education Departments</li> <li>- Low level of families' involvement in schools life</li> <li>- Lack of time of schools teachers to dedicate to meetings and extra activities.</li> </ul>	B	<p>Halmstad is planning to transfer the EIN to 1 District.</p> <p>The City shows it has the necessary conditions to engage in innovative projects due to its flexible and action-oriented research and education system. However, the city has still a way to go in the area of social involvement beyond the school walls and families' involvement.</p> <p>Two Education Departments dealing with different levels of studies requires the project team to carefully address the cross-cutting issue of the EIN.</p>
POZNAŃ	540.0000	PL	<ul style="list-style-type: none"> <li>+ District is example of open minded teachers and new ways of educating children</li> <li>+ A group of District activists including teachers and parents already active and initiatives to improve the quality and results of education in the schools</li> <li>+ A rich social fabric supporting non-formal education, creative thinking and values education, complementing the formal education of schools</li> <li>+ Rich and varied experiences of research and innovation</li> <li>+ Sharp profile of the City as a welcoming place for young and students</li> </ul>	<ul style="list-style-type: none"> <li>- Main difficulty is to think out of the box of the teachers</li> <li>- Rigid traditional education system</li> </ul>	B	<p>Poznań's seems to have local agents' predisposition and good conditions to transfer the Good Practice to the target district since the work initiated by the local group of stakeholders is very much in line with the Educational Innovation Network.</p> <p>The main challenge seems though to create the conditions to scale the EIN to other districts in the city, which have different profiles. In this regards, a good and well-thought communication strategy showing the good impact of the EIN in the initial group of schools, together with succeeding in convincing the right educational innovators in other districts may help towards building the EIN as a City-wide platform.</p>

## 3. SYNTHESIS, TRANSFERABILITY AND METHODOLOGY OUTLINE

### 3.1. Introduction

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The Good Practice transfer methodology foresees all Transfer Cities to follow the same path towards creating the Educational Innovation Network. The step-by-step process will take place in all cities at the same time and in parallel, too, with the contents taking the form of building blocks, and where each City adapts each step to its own local context.

The Transfer steps will consist of analysing, adapting and reusing each of the Key Transfer Aspects as described in **Table 1. Good Practice Transfer Potential**. These Transfer Aspects are core elements of the Good Practice and the backbone of the Educational Innovation Network, as shown in Part One about Viladecans. The following adds to the contextualisation of the Transfer steps:

**Scope:** The scope of the transfer plans will vary from one city to another. In terms of territorial coverage, bigger Network Partners, Poznań, Tallinn, Nantes and Halmstad, are enabling the Network to some City districts during Phase 2 and will plan for broader city coverage beyond On Board. (See **Summary Table of Transfer Potential** above). Albergaria expects to transfer the Network at a full city-wide scale.

**Governance:** It is expected that some partners will encounter difficulties finding the resources for the full institutionalisation of the Network within the 2 years of Phase 2. In particular, resources needed to create the working teams to manage the Network and develop the communication actions to interlink with all city stakeholders. Tallinn, Halmstad and Poznań have expressed concerns about resource allocation within the project period.

**Administration:** Because rearranging the administration procedures and functions to enable the Network may cause a certain degree of disruption in the ordinary functioning, careful adaption will be considered through the implementation process. Nantes, for example, is in the process of reorganizing Education and related social services at the District level. This will need to be taken into account when formalising the Network in the participating Districts. Tallinn and Albergaria will require strengthening the capacities of staff at the Education Department to cope with the management functions.

**Communication:** Finally, Municipal communication tends to be too formal in approach; it often uses traditional channels and contains rather “unexciting” messages (not the kind that promote or generate innovation mind-sets). Static and formal communication makes it difficult to engage the target audiences. Internal Network communications with members will have a more creative yet practical approach, more sensitive to the education stakeholders’ needs but also more attractive for wider audiences.

**Learning:** Obviously, each Transfer City has specific interests (see summary table of the Project Partners’ interests below), but this does not mean groups will split up during the Transfer Process. Learning and exchange activities will be done as full group work in Transnational Meetings, taking advantage of each partner’s particular experience and inputs. Identifying each city’s interests is therefore essential for developing the Transfer Plans and for preparing for the learning at the Transnational Meetings. The Lead Expert will be monitoring this individual work to help optimise the learning and transfer process at the local level. The table below illustrates the interest topics and how learning progressions will be made over time

(the Transnational Meetings), according to each Partner’s needs and capacities:

■ **Table 3. Network Partners’ Improvement Areas**

Improvement Areas	Trans. Meeting	VILADDEC	HALMST	ALBERG	TALLINN	POZNAŃ	NANTES
Monitoring Indicators	TM 1	√			√		
Cross-cutting approach	TM 2	+	√	+	√	√	+
Digital skills of teachers	TM 2	+		+√	+√		√
More companies engaged	TM 3	+	+√	+√	√	√	√
Non-formal education	TM 4	√	+	+	+	√	+
Autonomy of EIN members	TM 5	√		√			+
Strengthening parents involvement	TM 5	+	√	√	+√	√	+√
Students as education agents	TM 5	√	√	√	√	+	√
Innovative mind set	All	+	√	√	+√	√	+√
Innovative projects	All	+	+	√	+√	√	+√

+ = Has experience in this area to share

√ = Wants to learn and improve

The table shows a context-sensitive, step-by-step wise transfer process so as to be able to obtain accurate knowledge about the Network’s member composition and the interactions each develops over time. The EIN is grounded on the rich system of relationships among local stakeholders in the city who collaborate in developing and implementing new education projects. The methodology will thus explore and highlight the entire range of these relationships, in Viladecans and in the Transfer Cities – how not only professionals but also other public and private agents in the education community can and will work together in initiatives and projects that lead to better education success.

The On Board Methodology described below shows how all Network Partners will analyse the structure, functions and roles within the EIN and how each will adapt it to its own context, priorities and possibilities.

### 3.2. Transfer Network Methodology

The Transfer process will be developed throughout a total of six 2 or 3-day Exchange and Learning Transnational Meetings. A Network Final Event will showcase the results, including insights and new opportunities. The exchange and learning will have 3 main purposes:

- A. Analysis of EIN stakeholders' interactions. Because the Network is fundamentally a collaborative platform, it relies on the participation of all education agents in the city. The methodology will focus on the analysis of the multi-level, often complex relations established among local education agents and how they can lead to new synergies and projects.
- B. Transfer steps. The proposed methodology foresees gradual steps towards building a more mature EIN structure, governance and communication system. At the same time, in early stages of Phase 2, pilot projects will be selected and implemented to allow partners and their ULG members to test and experience the “learning by doing” process.
- C. Support the transfer to local level. To translate all learning and sharing into effective and practical actions towards transferring the EIN in the Transfer Cities, the Methodology ensures the development of tools and foresees a close monitoring of the transfer steps. For more information, see the **Network Outputs** section below.

Other features of the On Board Network Transfer Methodology involve:

- Visits to all cities. Assessment visits to Transfer Partner Cities revealed a number of relevant and varied educational innovation projects that complement those of the Good Practice of Viladecans. The group agreed to visit all Partner Cities during Phase 2, following the circular or carrousel model. The visits will allow a) meeting peer members of the respective ULGs who, otherwise, might not be able to travel; and b) increasing the visibility and prestige of local stakeholders and authorities when an outside group of European partners visits the city, shows interest and gets to know about its projects.
- Special guests from the URBACT Local Groups (ULG): All Network Partners will invite ULG members from the respective groups of stakeholders whose profile matches with that of the stakeholders targeted in a given Transnational Meeting (see Methodology and work plan below). Here, peer-to-peer meetings will give the chance for members to share views and exchange experiences. To set these up, the host city will ensure the participation of a relevant and representative group of local stakeholders to attend the sessions and project visits.
- Project visits: All transfer Meetings will include visits to schools and other institutions and entities to get to know more about the projects, people involved, collaborations and experiences.
- Education themes: In order to kindle dialogue, broaden views of On Board participants on educational innovation and allow expert voices from the respective ULG to participate, some Transnational Meetings will include thematic presentations and/or workshops on a relevant education topic. Expert ULG members or external expertise from the URBACT pool of experts will deliver these sessions. Indicative topics are listed here, however the final proposal and speakers will be agreed at the beginning of Phase 2:
  - What do we understand by Educational Innovation?
  - What is an appropriate use of technology in education and what should be avoided?
  - How can emotional education increase educational success and students' wellbeing?
- Parallel sessions: The Methodology takes into account the fact that On Board Transfer Cities differ in size. Whereas the larger city partners foresee the transfer of the EIN into limited areas, the smaller partners expect to transfer the EIN throughout the entire city. During the fifth Transnational Meeting, the group will therefore sub-divide into 2 sub-groups to address their own specific challenges in parallel sessions, in particular:

- Bigger partners, Nantes, Tallinn, Halmstad, Poznań, will discuss opportunities and methods to scale up the EIN from a district to a wider coverage beyond the 24 months of Phase 2.
  - Smaller partners, Albergaria and Viladecans, will address topics related to sustaining the EIN and achieving higher autonomy of its membership.
- From Transnational to Local: To support the process of translating the learning and tools gathered at the transnational level to the local level, three types of outputs will be produced:
- Learning and Actions Grid: an internal output for Network Partners to use as a tool for tracking the learning and transfer steps.
  - Meeting Reports: produced by the Lead Expert to support ULG Coordinators in transferring learning and recommendations to the local level.
  - Visual digital outputs, for external communication and dissemination purposes.

For a detailed description of these outputs, see the **Network Outputs** section below.

- Work between meetings: All ULG Coordinators will hold at least one or two meetings with the respective ULGs (combining full- and sub-groups, as needed). These meetings are intended to:
- Transfer the learning gathered at each Transnational Meeting to all relevant stakeholders by adapting and using the outputs produced by the LE.
  - Conduct the necessary preparation work for the following meeting.

To help identify interests of the stakeholders out of the Transnational Meeting the Lead Expert, in consultation with the Lead Partner, will produce a Pre-note setting the topics to be addressed, including key questions to answer, and identifying possible contributions of every Partner City. Partners will internally discuss the Pre-note with their own ULG to identify specific interest topics and questions to answer as well as decide on the participants to attend, including the ULG Special Guests. The Pre-note together with partners' feedback will feed into the development of the agenda and preparations for the sharing and learning.

In addition, online bilateral and group meetings will help the Lead Expert and the Lead Partner (LP) follow up on and solve problems and doubts of the Transfer Cities; advance the preparation work for the next transnational meeting; hold Steering Committee sessions when needed; and help produce communication outputs between Transnational Meetings in collaboration with ULG Coordinators. Finally, the LP/LE might also contemplate a visit to a Transfer City if this is considered necessary to solve a problem or unblock the transfer process.

\* \* \*

What follows is the methodology and work plan designed for the 24-month transfer period. It details the following: Transnational Meeting topics and the brief summary of objectives; the host city and expected time during Phase 2; the group of education stakeholders to be analysed and ULG members to be invited; the transfer steps and milestones towards building the Network in each partner City, and the expected meeting outputs (**Fig.4** summarises Phase 2 Work plan)

## TRANSFER MEETING 1

### Setting the basis for the EIN in the City. Partners' vision and expected results

The first Transnational Meeting will consist of 3 main work areas that set the basis for the process for the upcoming months:

- Spell out the political support for creating the Educational Innovation Network and define the expected positive impact in the Transfer Cities as well as the expected improvement of the GP to be achieved by Viladecans. In this connection, local authorities from all Project Partners have been invited to develop and sign a Joint Political Declaration showing commitment and supporting innovative education in their cities.
- Development of the Transfer Plans.
- Define a set of education indicators, for the respective Network Cities to assess the impacts resulting from the transfer process and the innovative education projects. Viladecans will also develop its own set of indicators to measure the EIN's impacts.

### Host city: Viladecans, February 2019

#### Analysis of stakeholders' interactions

- Understand the role the Municipality plays in developing and supporting the EIN, including Education Department and other municipal Departments and Services: Business, Youth, Culture.
- Interlinking with higher levels of government to gather support for the local Educational Innovation Network and projects

#### Transfer steps

- Showcase political commitment by formally approving a political declaration
- Visioning exercise on the expected results of the transfer process
- Develop an initial set of indicators for the city aligned with the expected results
- Viladecans works on the improvement plan for the Good Practice
- Workshop and first drafts of Transfer Plans based on the On Board Transfer Methodology
- Set URBACT Local Groups Phase 2 working patterns (sub-groups, meetings, timing, outputs)

#### Participants from the local ULGs

- Mayors/Vice Mayors/Councillors for Education
- Heads of Education Departments at the local and regional level

#### Transnational Meeting Outputs

- Position paper or Policy Declaration approved and signed by the respective local authorities
- Vision and Value Added Proposition from all Network Cities, resulting from the transfer process
- Viladecans' drafted plan for the Good Practice improvement

#### Longer-term expected results

- Set of project and partners' results indicators (end of March)
- Transfer Plans developed and submitted to URBACT (end of March)
- Improvement Plan for Viladecans Good Practice

## TRANSFER MEETING 2:

### Education centres. Outlining the Network: Governance and resources

The second Transnational Meeting will focus on understanding what role can education centres, and in particular- teachers and headmasters, play in advancing innovative projects to improve educational success.

Transfer steps will aim at defining the Educational Network model for each Transfer City and outlining governance and resources. Here, Viladecans will have a prominent role in explaining the details of the process followed to enable the Network in the city and deal with the problems it has encountered.

Previous to this TM2, the LE and the LP will also have developed a template for all Project Partners to fill in with description of their own education innovation projects. Filled-in templates will be shared before attending the meeting. This is intended to allow all PP including the GP city, to select pilot projects to be adapted and reused at the local level by the beginning of the school period in September. Criteria will include innovation, feasibility and impact potential.

### Host city: Halmstad, May 2019

#### Analysis of stakeholders' interactions

- Understand what schools' headmasters and teachers can do to broaden their scope of work to include Educational Innovation projects in the school centres and how can they establish relations with other education agents towards this purpose

#### Transfer steps

- Understand the functions, responsibilities and required skills of Network management and staff following Viladecans Good Practice
- Analyse governance of the Educational Innovation Network in Viladecans and define structure and governance for each Transfer City. Understand required adapting of regulation within the local administration and procedures.
- Set out cross-cutting functions among Municipal Departments. Establish working routines: number of meetings, timing and internal communication needs
- Define required resources: human and financial
- Discuss selected Pilot Projects to be transferred locally with Project Partners and the group of 'Education Innovators' (ground-breakers to implement first pilot projects)
- Plan the preparation work to be done for implementing pilot projects

#### Participants from the local ULGs

- Headmasters and teachers from local education centres
- Heads of Departments of Education

#### Transnational Meeting Outputs

- 1 to 3 projects per City selected and adapted for implementation
- Defined Network structure, governance and resources for the local EINs

#### Longer-term expected results

- Each Transfer City has increased the number of local school teachers informed on the Educational Innovation Network and participating in the ULG

### TRANSFER MEETING 3:

#### The business sector. Internal communication. Get going with pilot projects

In the third meeting, all On Board Partners will focus on analysing the potential benefits of involving the local business sector in education and the different forms of this engagement. The group will take advantage of the ambitious project that the host city of Albergaria has developed on entrepreneurship skills development for the young. Business representatives will be invited to share their experience and get acquainted with different models of cooperation with schools.

In this same meeting, the group of Cities will understand how Higher Education centres, i.e. Universities and Colleges, can play a role in supporting the Education. Collaboration established between Albergaria and the University of Aveiro can be most relevant and informative on this topic. Viladecans is particularly interested in the role that the University can play in fostering improved education results and the monitoring of them.

Transnational Meeting 3 will also address the Communication strategy of the Educational Innovation Network, looking at how Viladecans has developed different channels for the EIN members and for external audiences. Finally, all Network Partners will share their pilot projects' first steps, experiences, opportunities and ongoing needs.

#### Host city: Albergaria-a-Velha, September 2019

##### Analysis of stakeholders' interactions

- Evidence how local companies, innovation enterprises, and start-ups can contribute to advance quality education and skills that are suitable for the local labour market and job needs.
- Show the local business representatives the advantages and benefits for them to contribute with their expertise to the skills and capacities of the young in order to meet their future job requirements.
- Know the different roles that the University and Colleges can play in educational success and in supporting the EIN

##### Transfer steps

- Set forth the Communication strategy of the EIN: structure, routines and required resources needed
- Explain how pilot projects have been adapted and are being reused
- Fine-tune the projects with the help of Network Partners

##### Participants from the local ULGs

- Representatives from business associations and private companies
- Members of the local/regional Universities (faculties of innovation, pedagogy, technological departments...)
- Representatives from the schools headmasters and teachers

##### Transnational Meeting Outputs

- Drafted EIN communication of Network Partners
- Pilot projects being implemented are tweaked

##### Longer-term expected results

- Increased number of local companies participating in local education projects in Transfer Cities
- Higher Education centres and Universities engaged in the Educational Networks of the Transfer Cities and in Viladecans



#### **TRANSFER MEETING 4:**

#### **Non-formal education. Assessing Governance and Pilot projects first results**

The meeting in Tallinn will address the potential that non-formal education entities and institutions have in strengthening the local education community and contribute to capacities of the children and young. The skills and values that these entities promote are not usually included as part of the formal curricula (values, citizenship, communication, co-responsibility...).

The On Board Partners will learn about the experience that Tallinn's Youth organisations have in delivering leisure, sports and cultural activities for students in their after-school time. The Network will also address the role that cultural entities, cooperatives, associations and other civic organisations can play in training and how they can expand job opportunities. This is one of the interest focus points of Viladecans.

At this stage, the partner cities will be ready to start assessing the implementation and initial impact of the pilot projects as well as the progress made in formalising and structuring the Network within the local administration.

Finally, the group will prepare for the Mid-term review process, and the Transfer State Report, that needs to be delivered by the end of January 2020.

#### **Host city: Tallinn, December 2019**

##### **Analysis of stakeholders' interactions**

- Understand how non-formal education contributes to broadening the perspective of education in the city, in particular by extending educative actions beyond schools' walls.
- Know about initiatives and projects in support of this sector and how to involve them in the EIN

##### **Transfer steps**

- Share pilot projects implementation process
- Assessment of On Board Network Transfer progress for all Network Partners, including Viladecans, against initial Transfer Plans.
- Share the unexpected difficulties. Review management, human and financial resources, cross-cutting approach.
- Plan for the needed adjustment and back-up plans

##### **Participants from the local ULGs**

- Members of non-formal education organisations (youth clubs, sports clubs, tech training NGOs, civic associations...) and institutions (local museums, art centres, music schools, environment entities...)
- ULG members involved in Pilot Projects

##### **Transnational Meeting Outputs**

- Pilot projects first results assessment
- Improvement plans for EIN formalisation

##### **Longer-term expected results**

- Non-formal education associations, local institutions, NGOs and other community entities engaged in education projects for and with schools

## **TRANSFER MEETING 5: Families and students. Adjusting. Improving and scaling**

In Transnational Meeting 5, families and students will make up the focus group to address and analyse. The Network will discuss the relevance that parents' involvement in their children's school life has for the educational success and ways to increase families' participation in schools projects. Together with families, the Network Partners will look for ways to hear the students' voices and incorporate them as active agents in deciding and delivering innovative projects, considering their expectations and needs in the process.

During the meeting, Network Partners will divide into two groups to further address the scale up to broader territorial coverage (for the larger cities) and the Network sustainability and members' autonomy in Viladecans and Albergaria.

The group will also review the Transfer State report to decide whether there is a need for a reprogramming of the Phase 2 Application Form, or not.

Finally, the group of cities will start the preparation work for the interim Learning Logs, the document that will capture the key learning emerging from the overall transfer experience.

### **Host city: Poznań, February 2020**

#### **Analysis of stakeholders' interactions**

- Learn how Viladecans and other Network cities have managed to involve families in projects of the schools and the EIN and how this involvement improves education results of their children
- Explore possibilities to involve students in shaping education programmes and actions that better fit their interests and expectations. Look into On Board Partners and external actors' experiences to include the participation of the students.

#### **Transfer steps**

- Do the preparation work for the required reprogramming and Mid-Term Review Report
- Network Partners parallel sessions to address:
  - Territorial coverage from district to the city level in Nantes, Tallinn, Halmstad and Poznań
  - Increased Network autonomy and more independent members interacting in an active and living ecosystem in Viladecans and Albergaria
- Learning Log preparation work

#### **Participants from the local ULGs**

- Representatives from the Parents' Associations and students from the host city of Poznań
- Heads of Education Departments

#### **Transnational Meeting Outputs**

- Possible guidelines for the Mid Term Review Report
- Project partners plan for EIN scaling and improvements
- Interim learning logs to be shared in TM 6

#### **Longer-term expected results**

- New education initiatives in Transfer Cities involving families
- Students being heard and participating with full capacity to debate and decide in the Educational Innovation Network

## TRANSFER MEETING 6: Concluding seminar. Preparing results for sharing

The Network exchange and learning period will culminate with an event that features the importance of involving all education stakeholders in the city as a success factor (Education 360<sup>o</sup>). This is thought of as a wrap-up session to recap previous meetings. All On Board Partners will showcase the results of the transfer experience - main learning and highlights of the transfer process. Viladecans will showcase its improvement plan achievements.

The group will also prepare for the last 6-month “Sharing Period” and the final communication and dissemination activities of Phase 2 at PP and project level. They will work on the final project outputs, namely the Learning Logs, and will set out the format of the Network Result Product, as well.

### Host city: Nantes, May 2020

#### Analysis of stakeholders’ interactions

- Closing seminar addressing the involvement and participation of all education stakeholders as a key factor for educational success

#### Transfer steps / Project outputs

- Presenting Transfer Cities results and GP improvement of Viladecans
- Preparation work for the sharing of On Board Network results and learning during the sharing period / -Preparation work for the so called “sharing period” and the participation at the national/macro-regional events organised by
- NUPs.
  - Working on Final Learning Log
  - Preparation work for Final Network events

#### Participants from the local ULGs

- Local Communication officers
- Key ULG members of all Network Partners

#### Transnational Meeting Outputs

- Media coverage of the event in the respective Transfer Network Partners
- Final Learning Logs to be finalised by October 2020 so as to have them ready for final local, national and macro-regional events
- Plans for the Final Local Events
- Outline proposal of Network Results Product

#### Longer-term expected results

- New approach and conditions in place for educating in cities with a 360<sup>o</sup> perspective

## NETWORK FINAL EVENT

The Good Practice City of Viladecans will hold the Network Final Event to present On Board Transfer Network’s key findings to all target audiences. The event will showcase the transfer journeys of the Transfer Cities as well as the improvements achieved in Viladecans. It is also expected that this Network Final Event can help lay the foundations of a European Network of Educational Innovation Networks and Cities, where all education stakeholders in each city member can access and exchange projects, methods and tools with peers in other cities.

Network Partners will invite representatives from the local groups of stakeholders and local authorities and will work to ensure wide media coverage.

**Host city: Viladecans, November 2020**

Participants from the local ULGs

- Local authorities
- ULG members and Educational Innovation Networks members
- Communication officers and Viladecans' local media representatives

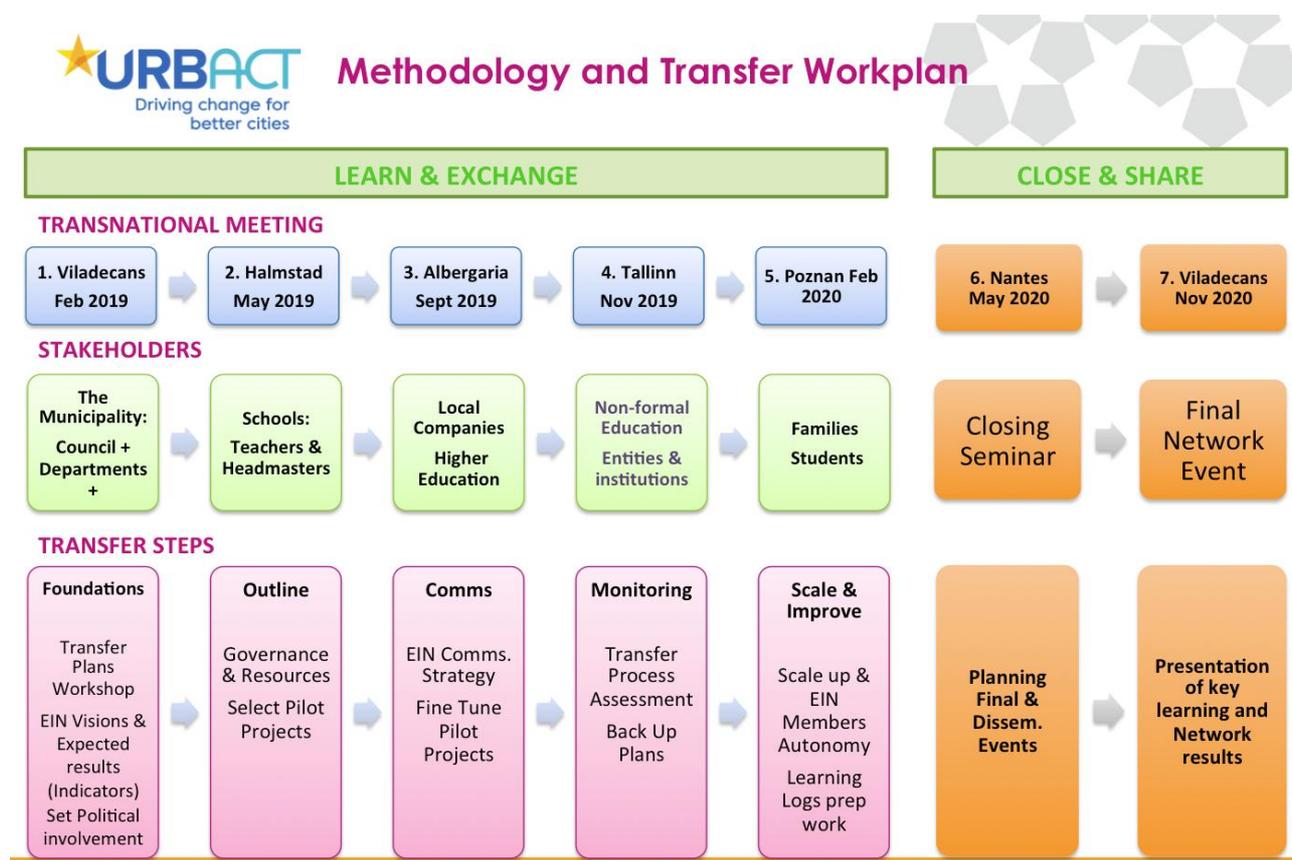
Transnational Meeting Outputs

- Media coverage of the event in the respective Transfer Network Partners

Longer-term expected results

- A European Educational Innovation Network of second level

■ Fig. 4. On Board Methodology Summary



■ **Network Outputs**

Every Transnational Meeting of the Exchange and Learning period will produce three types of network outputs consisting of:

1. Learning and Action Grids: This is an internal output to help participants transform the learning into

specific transfer steps and help Transfer Cities to produce their outputs, in particular the Diary Entries, Transfer Stories, Vox-Pops and Communication actions.

Each participant city will be asked to fill in a template -developed by the Lead Expert- at the end of each Transnational Meeting. The template will include three categories of information: a) Key learning points relevant for the Transfer process in my city; b) Recommended actions to undertake by the ULG members in the forthcoming weeks/months upon return; c) Results achieved during the period between transfer meetings –in this case, partners will report back to the whole group at the beginning of next Transnational Meeting.

2. Transnational Meeting Reports: The Lead Expert will compile and produce one meeting report after each of the Exchange and Learning Transnational Meetings, containing key learning and content shared (stakeholders' analysis, key transfer steps, projects visited in the host city and main transfer recommendations towards EIN implementation). Meeting Reports will facilitate the work of the ULG coordinators in transferring the knowledge gathered at the transnational level to the local audiences.

The document will be shared electronically for easy editing and translation to own language. The Transnational Meeting Reports will also be a tool for communicating achievement and key recommendations to external audiences, in particular European cities' practitioners and education agents. Follow up materials produced for/at the Transnational Meetings (PPTs, photos, videos, expert contributions, etc.) will be gathered together and shared along with the Meeting reports. They will be uploaded in the project One Drive File so all is available for the Network Partners and the ULG coordinators for their use and sharing with their local groups.

3. Visual Digital Outputs: In addition, throughout Phase 2 the Lead Partner Communication Officer with the support of the Lead Expert will produce light Visual Digital Outputs (Infographics, short videos, interesting statements, key recommendations, relevant figures...) drawn from the Transnational Meetings and the Meeting Reports. These outputs will be shaped in an attractive format that can be easily shared online to broader audiences through Social Media and Websites. The number and contents will be detailed in the Communication Plan to be produced within the first 3 months of Phase 2.

## ■ Communication

Communication is approached as a strategic tool in itself for On Board, and it is expected to contribute greatly in the achievement of project objectives. Communication will be imbedded in all project activities, instead of being a simple ad on. In this regards, all Network outputs – including those produced by the Lead Expert, Ad Hoc Experts, Transfer Cities and the Lead Partner – may be used as a communication output, and these will be coordinated so as to regularly spotlight the learning journey and disseminate On Board's achievements throughout Phase 2.

Inputs to the Transfer Treasure Box –Diary Entries, Transfer Stories, Vox-Pops– will be planned and assigned ahead and evenly distributed (see interim Outputs schedule in Annex). This will be further defined according to the Communication Plan, developed by the Lead Partner during the first three months of Phase 2. Finally, Transfer Treasure Box contents will help produce the Network Partners Learning Logs, main partners' results product and dissemination tools.

The Communication strategy is expected to include details on:

- Communication targets at the internal Network local level (developed by all Network Partners):
  - Educational Innovation Network members and potential new members
  - Local educational community
  - General local dissemination (city level)
  - Regional/national Education departments
  - Regional/national education entities, professionals, universities
- Communication targets at the external Network level (mainly the responsibility of the Lead Partner):
  - European cities with similar interests (Education Departments)
  - European institutions
  - Educational entities, networks (Eurotowns, CGLU, AICE, UNESCO LifeLong Learning)
- Channels:
  - Social Media, primarily Twitter and Facebook, with visual and graphic material (Vox-pops, infographics, drawings) etc.)
  - Network Webpage regularly updated with Newsletters and most relevant outputs developed by the Network Partners and the Lead Expert
  - Local media disseminating materials translated into local languages
  - National URBACT Points circulating Newsletters and disseminating events and news, i.e. celebration of Transnational Meetings.

Network Results product: The Group of On Board Partners and the Lead Expert will agree on the final format for the Network Results Product during Phase 2 of the Transfer process. The proposal is to develop an online product that includes:

- Visual products developed during Phase 2 (see section on Network Outputs above)
- Vox-pops produced by the Transfer Cities
- Transfer Stories to illustrate the Transfer Journey and help creating the storytelling of the transfer process and milestones achieved. The Final Results Product will be delivered by November 2020 (month 23 of phase 2).

#### Final dissemination Events:

Some Network Partners have already committed to holding their own Local Final Events to disseminate the results of the transfer process. The formats for these may range from a simple Press Conference to a celebration in a local school.

The Network Final Event is expected to take place in November 2020.

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### 3.3 Conclusions of the Overall Transfer Assessment

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In view of its purpose and activities, the EIN can be considered a Community of Practice on Educational Innovation, that is, a group of people who share a common concern or interest in education and who come together to fulfil both individual and group goals in order to achieve better education results. In this regard, the Network:

- Builds on shared educational objectives in the city
- Connects members of the local education community who might not otherwise have the opportunity to interact
- Facilitates dialogue between education stakeholders who come together to explore new possibilities, solve challenging problems, and create new, mutually beneficial opportunities
- Provides a common 'space' and context to communicate and share information, stories, expertise and experiences
- Stimulates learning by serving as a vehicle for sharing, mentoring, coaching, and self-reflection
- Introduces collaborative processes for effective actions and projects that deliver tangible results
- Captures and diffuses existing knowledge communicating success stories and results achieved
- Enables a platform professionally managed that ensures interest and commitment by means of nurturing and interlinking among stakeholders.

The present study attempts to reflect all these characteristics and functions in the methodology.

The Educational Innovation Network though, will only be successfully enabled and operational in other cities if it manages to first of all acknowledge, share and connect all the existing good practices and innovation agents in each city. The EIN should by all means avoid creating another formal body to which schools need to report to locally. On the contrary, the Network should become a mechanism to optimize resources and organize collaborations and projects that already exist in a more chaotic way, providing a more efficient structure. The EIN needs to become a facilitator for learning, a provider of fresh ideas based on knowledge and practical experience, and an encourager of cooperation.

At the same time, the Good Practice transfer process needs to assess and disclose impact generated in the city and demonstrate the effective change in education success, otherwise the EIN may be perceived as redundant. This will be evidenced by means of a set of indicators agreed at the beginning of the transfer process. A higher interest among students in continuing their studies, a better performance by teaching staff, and more engagement from education and business agents in the cities, are some of the indicative measurements.

The Educational Innovation Network, as it exists in Viladecans, is the result of a long and studied process for upgrading the city's education sector. Different local policies have been interlinked and guided to support improvements in education and, as we have seen, the process has resulted in education becoming a hot topic in the city and an example for other cities, creating in turn an increased sense of ownership and professional pride among members involved.

On Board acknowledges that this process cannot be replicated in exact identical terms in other cities; however, each selected On Board partner has all the makings to be able to create and nurture similar Communities of Practice in its own education ecosystem. The Educational Innovation Network will thus have different shapes in different contexts but, in the end, it will be the reflection of municipal commitments to support people reaching their full potential and enjoying equal opportunities.

Engaging in the ON Board transfer journey with other European cities that have different realities and challenges but share the same education goals is a most enriching form of initiating it.

## Annex: Interim Schedule of Project Partners Phase 2 Outputs (Work Package 3)

	Transfer Plans	TNM 1	Local Authority Municipal Dpt	TNM 2	Schools Teachers Headmasters	TNM 3	Companies University	TNM 4	Leisure entities Local Institutions	TNM 5	Parents Students	TNM 6	Closure	TNM 7
<b>Transfer Diary Entries (min 4 x Partner)</b>														
<b>Viladecans</b>														
D1 : ULG Coordinator	X						X		X				X	
D2 : Parent					X				X		X		X	
D3 : School/Teacher					X		X		X		X			
<b>Halmstad</b>														
D1 : ULG Coordinator	X		X				X				X			
D2 : School 1					X		X		X		X			
D3 : School 2			X		X		X						X	
<b>Tallinn</b>														
D1 : ULG Coordinator	X				X		X				X			
D2 : Education Dpt.			X		X		X						X	
D3 : School					X		X				X			
<b>Albergaria</b>														
D1 : ULG Coordinator	X				X				X		X			
D2 : School					X				X		X		X	
D3 : Comp					X		X		X		X			
<b>Nantes</b>														
D1 : ULG Coordinator	X		X				X				X			
D2 : School					X		X				X		X	
D3 : Univ					X		X				X		X	
<b>Poznań</b>														
D1 : ULG Coordinator	X		X				X				X			
D2 : Parent					X				X		X		X	
D3 : School					X				X		X		X	

	Transfer Plans	TNM 1	Local Authority Municipal Dpt	TNM 2	Schools Teachers Headmasters	TNM 3	Companies University	TNM 4	Leisure entities Local Institutions	TNM 5	Parents Students	TNM 6	Closure	TNM 7
<b>Transfer Stories (min. 1 x Partner)</b>								Viladecans Albergaria		Nantes Halmstad		Tallinn Poznań		
<b>Vox-Pops (min. 3 x Partner)</b>		Local Authorities ULG Coordinators		Teachers		Companies Higher Educations		Non-formal Education Institutions		Parents Students		Local Authorities ULG ULG Coordinator		
<b>Learning Logs (1 x Partner)</b>										Interim		Final		

