**Annex to IO1 Development of a Grid for Repositioning**

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

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| **SWEDEN** |  | |
| Educational Institute | Biological Post-Secondary VET School, hereinafter: BYS | |
| Description of Bys | The local project of PV+ within Region Västra Götaland (Västra Götalandsregionen) is allocated at the Department of Natural Resources (Naturbruksförvaltningen) involving the Biologiska Yrkeshögskolan (Biological Post-Secondary VET School, hereinafter: BYS). It is an agricultural education center at the higher vocational education and training level (EQF level 5-6). BYS is centrally located in Skaraborg. The programs at Post-Secondary VET School are always designed on a skills-need basis and in collaboration with trade and industry. The students’ knowledge development during their studies can be integrated with the needs and demands of the field. | |
| Methodology | In Sweden both interviews and group exercises have been performed with the target group: teaching personal and management of BYS and the representatives of the branches of trade at steering group meeting. | |
| Result: three-ball model | Current situation  Initial  Education  Life  Long Learning  Regional  Innovation | Desired situation |
| Important conclusions | **Current Situation**  Initial Education  The content is governed by the Office of Post-Secondary VET, which is a self-regulatory agency being responsible for all post-secondary VET programmes in Sweden.  Regional Innovation  The branches of trade gives input how to tailor-made the education for future needs. Their role is to map and give feedback concerning key and missing competences in relation to a certain educational programme.  Lifelong Learning  BYS has informal relations with municipality adult education that is mainly related to profession changers.  Relevance of Each Sphere  Initial education is the dominant. Initial education interacts significantly with regional innovation. The interaction of initial education and lifelong learning is informal and insufficient. There is no relevant link between lifelong learning and regional innovation from the BYS point of view. The current relationship is visualised on the figure1.  **Aim**  Initial Education  The content is governed by the Office of Post-Secondary VET. However, the work placement are long and frequent enough to give space for an enhanced cooperation. It will be the priority development area.  Regional Innovation  The branches of trade are represented in via steering and leading committees. These fora shall be developed in order to have a dialog on the needs of the branches of trade. The branches of trade shall have the opportunity to pose business related questions and give inputs which will be answered and a solution will be delivered.  Lifelong Learning  The sphere of initial education shall be assisted by the sphere of lifelong education via a strategic cooperation. The envisioned strategic cooperation will help to find innovative solutions for regional challenges. The lifelong learning segment shall support regional innovation with delivering key competences for regional innovation mainly focusing on profession changers.  Relevance of Each Sphere  The finish photo envisions the three spheres with the same relevance that are connected as elaborated above. The enhanced cooperation will open a window of opportunity to a tripartite cooperation platform which will steer regional learning on its own. In this way all relevant stakeholders and ideas will be scaled up at a single platform. | |
| Link with the pilot | Via the envisioned cooperation platform, the pilot question is collected. And the solution for the question is delivered also via the platform. | |