



## PROJECT DOCUMENT 6

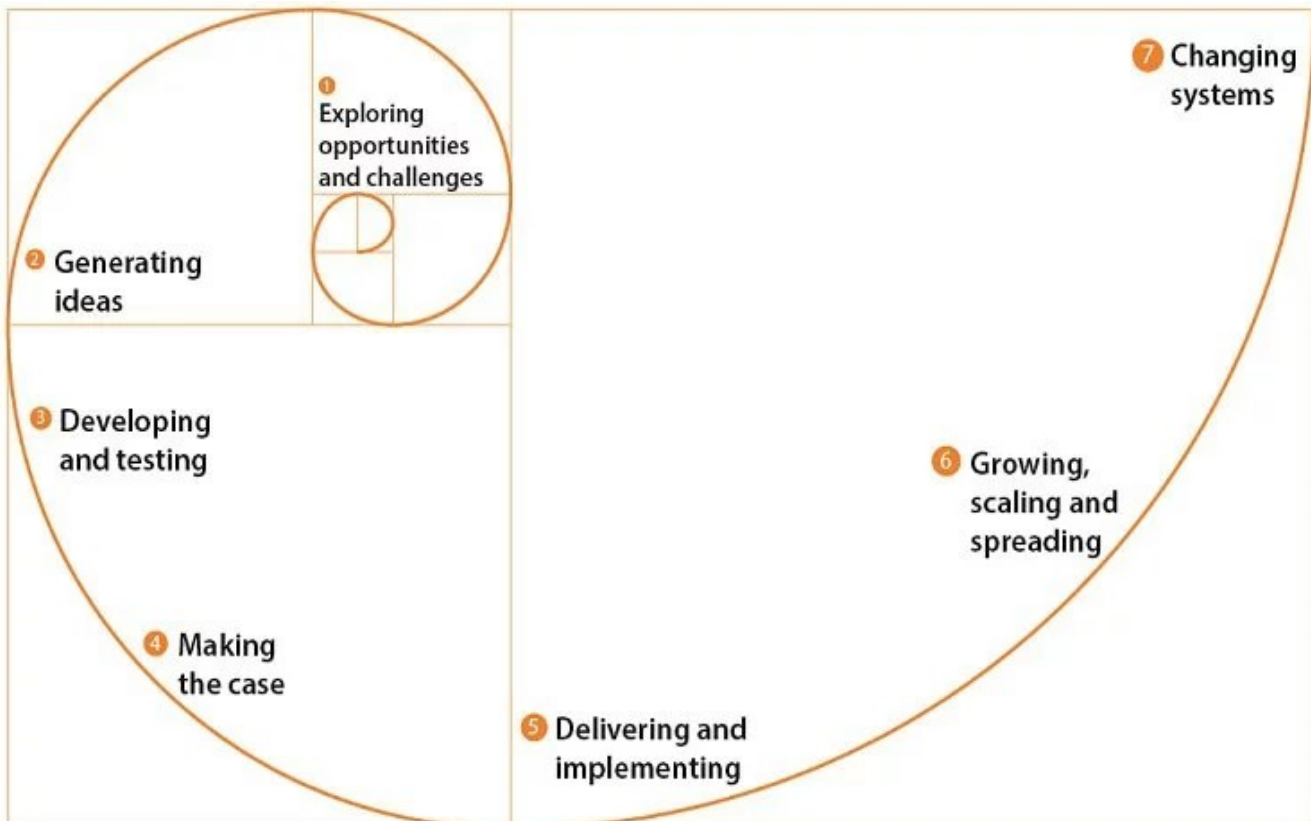


## DEVELOPMENT OF SUSTAINABLE URBAN CENTRES WITH ACTIVE INVOLVEMENT OF VOCATIONAL EDUCATION AND TRAINING (VET)

### PROCESSMODEL

for local cross-sectorial cooperation on development of sustainable urban centres, including VET

#### 7 stage processmodel



## 7-Stage Processmodel

### Important issues related to each stage

#### 1 Exploring opportunities and challenges

- Look at the organisation's Vision, Mission and Values. If not available: Define these!
- Identify real needs and challenges – do research and use available contacts to obtain a correct and good understanding of the situation.
- Reflect on who are the relevant stakeholders for the actual case. Involve relevant Stakeholders!
- To achieve establishment of new relationships/ partnership; start with existing contacts, - present needs and ideas, - then plan together how to approach the relevant organisations/ departments/ stakeholders. Then, - do what you have planned!!
- Most organisations value and want co-operation on relevant issues. However, co-operation is often limited due to lack of capacity and initiative. Be ambitious and active in search for co-operation! – Consider co-operation an instrument for improved performance, better results, stronger motivation and a better approach.
- Involve the students/ employees/ key stakeholders in processes to identify opportunities and challenges.

#### 2 Generating ideas

- Generate ideas based on knowledge and experience.
- Develop ideas with ambitions of sustainable development; - environmentally, - socially - economically.
- Develop ideas for new or adjusted actions and activities based on already defined challenges and/or existing plans.
- Check out existing plans and strategies under governments and/ or businesses/ industries etc.
- Create an environment of trust, transparency and confidence among all involved.
- Develop ideas in an atmosphere of openness, confidence and expectations of common benefit.
- Actively involve relevant stakeholders and bearers of competence in brainstormings, discussions and workshops.
- Establish a lasting and well-defined structure for how and when to work on creations and updating of ideas. Distribute responsibilities clearly among participants.

#### 3 Developing and testing

- Use participatory planning.
- Make a clear policy, define goals and make an action plan.
- Anchor the goal(s) and the plan(s) with the relevant institutional body(s) or person(s) - stay with and be loyal to the plan!
- Be specific: Make specific plans for specific targets (like specific training for specific jobs).
- Create involvement! - Allocate enough time and resources to be able to work efficient and reach to results.
- Create relevant forums and structures to secure participation and contribution – use formal contracts.
- Search for contributions: Those who benefit should also contribute.

#### 4 Making the case

- Get updates on local government's plans related to Sustainable Development of Urban Centres.
- Describe the case and the action plan in a comprehensive way: Why, what, when, how, who.
- Establish a clear and well-defined structure for implementation including distribution of responsibilities.
- Use memorandum of understanding (MoU) and agreements to secure implementation.
- All parties involved/ affected by the case meet and discuss the actual matter – "Round Table Approach" - when establishing the case. Use "Round Table" also during time of implementation.
- For education:
  - High focus on attitude to work.
  - Give focus to "real life experiences"! Much of teaching, training and practical work experiences to be done by working in businesses/ organisations/ institutions.
- Key personnel and officials committed to the case should be involved and have a role in highlighting the case on public arenas.
- Consider using elements of competition to increase motivation and/ or teamwork.

#### 5 Delivering and implementing

- Actively invite in stakeholders and participants and create a recourse group.
- Distribute duties and responsibilities clearly.
- Make a detailed plan for the implementation of the case including the following: – Important actors – Information work – Meetings.
- Share good and relevant information actively; - create relevant and good areas/ platforms for information sharing – focus on motivation.
- Make exhibitions of products/results where students are involved/ make exhibitions of students work.
- Check and follow up that all parties do their part; local government – schools – businesses - municipality.
- Give feedback to stakeholders, partners and participants on developments and results.

#### 6 Growing, scaling and spreading

- Develop closer cooperation between actors/ stakeholders when relevant.
- Create positive relationships – not only formal contacts and agreements.
- Widen the program to other sectors and/ or companies/ institutions.
- Consider always the environmental, social and economic implications of the case/ program.
- Distribute responsibility to persons with a strong interest and involvement in the case.
- Allowing students in teaching and training to use their creativity for "sustainable development of urban centres" might give access to new approaches and improved results.

#### 7 Changing systems

- Create new attitudes/ new mind-sets concerning goals – methods – ways of working. The attitude is more important than the knowledge.
- Approval, contribution and support by authorities are important for success. Give or get formal backing and approval for plans, strategies and activities.
- Occasions where possibilities and challenges are in focus might initiate changes. Competition and rewards might stimulate action and creativity. Relevant occasions might be: - Information Day – Career Day – Competitions etc.
- Evaluate the situation, the partners, the contributions, the objectives, the timelines etc.
- Make plans for how to invite and welcome participants into projects and processes.
- Make plans for the case/ project for a longer period and be patient – things take time to achieve the expected result!



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