



# LEARNING TECHNOLOGY ACCELERATOR LEA

**D2.3 LEA Followers and Procurers Network LEA – N  
analysis and strategy**

28 of February 2019



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## 1. INTRODUCTION AND CONTENT

This document is a mid-term report ( M12) on the progress of how to create a strong European buyers network in education based upon LEA task 2.4 and to fulfill the objective of gathering a critical mass of procurers. The buyers network will be named the LEA – Network or in brief LEA – N.

Critical mass of procurers refers to the size the buyers network needs to reach in order to efficiently and competitively demonstrate that innovation procurement can rupture traditional roles / systems towards innovation and create a positive impact on learning outcomes. It is also the size the procurers network should attain in order to sustain efficiency in challenging and steering the market towards its needs and providing simplified future implementation of PCP / PPI in Education on an EU level.

In LEA no specific targeted amount of members is predefined, however, the critical mass of Member States represented is set to minimum 15 in order to guarantee a European coverage. A LEA – N strategy was made in the LEA Baseline ( D2.1) to divide the creation of the network in two parts:

Creation of LEA Followers strategy M1 - 12

Creation of LEA – Network strategy M 12 – 24

This report describes the outcome of the first part and provides a strategy for the second part. Additionally the report provides a description of identified and on-going innovation procurement process as Best Practice in Europe outside LEA .

These best practice cases are highlighted both to inspire LEA procurers and partners towards future synergies, as well as initiate a first contact and invitation for the ongoing cases to connect with LEA-N. The report contains:

- the progress of LEA followers M 1 – 12;
- definition, goal, strategy, tactics and KPIs of LEA – N M12 – 24;
- roadmap and workplan to achieve the LEA – N goal;



- best practice in EU ( procurers network, innovation partnerships and other education innovation processes );
- LEA-N vision beyond 2020;
- appendixes and templates to achieve the strategy;

## 2. SUMMARY OF LEA FOLLOWERS

A main objective of the LEA project is to form a critical mass of procurers of education.

As part of this and as a first step, learntech stakeholders - including procurers, suppliers, learntech experts and schools - from across Europe are being invited to 'Follow' LEA, in order to observe the project's activities and results (see Figure 1). LEA Followers have no official commitments towards the project. It is a passive, learning role.



Figure 1 Map of the LEA followers in Europe



## 2.1 Number of LEA followers

As of 20th February 2019, 283 organisations have signed-up as LEA Followers as shown on Table 1.

Table 1 Organisations signed up as LEA followers

Country	Number of Followers	Country	Number of Followers
Austria	3	Ireland	4
Azerbaijan	1	Israel	2
Belgium	7	Italy	21
Brazil	2	Lithuania	1
Canada	1	Luxembourg	1
China	5	Macedonia	1
Colombia	1	Malta	2
Costa Rica	1	Netherlands	7
Croatia	1	New Zealand	1
Cyprus	1	Norway	9
Czech Rep.	1	Poland	4
Denmark	2	Portugal	20
Estonia	3	Romania	1
Finland	88	Russia	2
France	3	Slovakia	1
Germany	19	Spain	12
Greece	2	Sweden	7
Hungary	2	Turkey	2
Iceland	1	UK	29
India	4	USA	7

Followers come from across Europe and beyond. During the LEA kick-off in Brussels in March 2018, a joint-commitment was made by partners to secure LEA Followers in 27 EU Member States (excluding UK). To date, 251 LEA Followers have been attracted from 24 Member States.

Those countries where LEA procurers are based have the highest concentrations of Followers: Finland, Portugal, Italy, Germany, Spain and Sweden.

The remaining EU Member States with no Followers - Bulgaria, Latvia, and Slovenia - are more challenging, perhaps due to lower levels of experience with innovation procurement, or using learntech in schools. Work continues to establish contact with relevant organisations in these countries.



## 2.2 Types of LEA Followers

LEA Followers are divided into the following groups:

- Procurers (including policy makers of learning). This is the main target group.
- Schools
- Suppliers (with particular focus on SMEs and start-ups)
- Learntech experts

When signing-up as a LEA Follower, organisations can check multiple boxes to describe their type of organisation. The results are below on the Table 2.

Table 2 Types of LEA followers

Category	Number
Procurers	68
Suppliers	129
Learntech experts	87
Schools	60

Suppliers make up the largest category of Followers, with 129 organisations. The fact that this is much larger than other categories reflects the work done at the BETT exhibition (23-26 January 2019) to attract new Followers. It is positive that a large number of companies in the learntech sector are interested in LEA's activities and decided to Follow the project.

The main target group is Procurers, and 68 have been attracted as LEA Followers. This is positive when considering that there are no existing initiatives or networks with a focus on education procurers and innovation, and that this cross-border group has been established from the very beginning. The number of procurers that have already been attracted for this passive role as LEA Followers also builds a positive foundation for developing a more active network of procurers as part of LEA-N (discussed later).

The challenge remains to identify and establish contact with procurers across different EU countries, with different organisational structures and policy contexts (as described in D3.1 Learntech Accelerator Procurement Analysis).





## 2.3 Strategy for attracting LEA followers

It was agreed that all LEA Consortium members contribute to attracting LEA Followers. A LEA Follower Partner Strategy template was prepared by EUPK, and its completion by partners coordinated by ICLEI. The Partner Strategy Template encouraged partners to identify relevant stakeholders from their own country as well as from their assigned EU Member State, as well as identify synergies with other EU projects and networks. As of January 2019, 11 partners completed their LEA strategy document. Each partner is required to monitor the progress of the LEA follower strategy.

Tools - A range of communication tools was also prepared to aid partners when contacting relevant stakeholders about becoming LEA Followers. These included:

- Invitation Letter
- Newsbit
- Social media templates (Twitter and LinkedIn)
- Sign-up form (to be taken to events)

Website - ([www.learntechaccelerator.eu](http://www.learntechaccelerator.eu)) As one of the main representation and working tools for LEA, a project website was established. Apart from being a place for accessing information and news about the project, the website features the LEA Follower registration form. It is through this form that people and organisations who are interested in LEA become LEA Followers. The form asks for basic information and contact details about the joining organisation. This information is collected in an internal databank and used to contact the Followers as well as for displaying their name and location on the LEA map.

Social media- Social media is an essential tool for reaching out to people, which is why a range of social media accounts was created in order to attract as many potential Followers as possible (see Table 3). The social media channels are continuously updated with new information about the project.



Table 3 LEA social media tools

Social media platform	LEA page
Facebook	<a href="http://www.facebook.com/LearntechAccelerator">www.facebook.com/LearntechAccelerator</a>
Twitter	<a href="http://www.twitter.com/LEAaccelerator">www.twitter.com/LEAaccelerator</a>
Instagram	<a href="http://www.instagram.com/learntechaccelerator">www.instagram.com/learntechaccelerator</a>
LinkedIn	<a href="http://www.linkedin.com/groups/6536874">www.linkedin.com/groups/6536874</a>

Webinars (<https://www.learntechaccelerator.eu/webinars>)

LEA Webinars are usually held every two weeks. They are a place where consortium members, procurers, Followers and other potential stakeholders can meet, listen to an interview with experts from the field of learning technology and/ or innovation procurement, and discuss any questions they might have. LEA Followers can use this opportunity to get educated about news and trends in learning technology and other related topics.

Youtube (<https://www.youtube.com/channel/UCpqlRr9iLn1jBOpZaGoZ33w>)

A LEA Youtube channel was established in order to present all webinars and additional videos to the public, thus also engaging potential Followers and raising their interest in the project. The LEA Youtube channel is connected to LEA's own project website (through embedded videos) and to LEA's Facebook page (through the Youtube tab).

Newsletters- In the course of the project, four newsletters covering a variety of topics will be produced. Two newsletters have already been published and widely spread among existing LEA Followers as well as on LEA's social media platforms and on the project website. It is envisioned to advertise the newsletter even more by reaching out to existing mailing lists compiled of contacts who have previously expressed interest in LEA's thematic field.

Project materials - In addition to the online dissemination, there are also some paper-based options available, which are handed out at events to attract LEA Followers and provide them with information. More materials will be added in the coming months.



LEA project flyer- general information about the project and innovation procurement, benefits of becoming a LEA Follower, ways to reach LEA.

LEA business card: condensed information about how and where to reach LEA and become a follower.

Events- Over the course of the last year, LEA consortium members have attended numerous international events such as education fairs and conferences. The top priority at these events was the recruitment of new LEA Followers through personal interaction. By talking to event participants directly, engaging them in conversation and identifying their interests, it was possible to attract a large number of new LEA Followers was. A list of events at which LEA was present can be found below.

Table 4 The events LEA consortium members have attended

Event	Location	Time
Past events		
ITK Days	Finland	April 2018
Swedish Edtech industry	Sweden	May 2018
EC-TEL	UK	September 2018
Dare to Learn	Finland	September 2018
Nordic Edtech Awards	Norway	September 2018
EcoProcura	The Netherlands	October 2018
European Week of Regions	Belgium	October 2019
Swedish Edtech	Sweden	October 2018
ICERI 2018	Spain	November 2018
Festival dell'Educazione	Italy	November 2018
Slush	Finland	December 2018
ICT 2018	Austria	December 2018
Online Educa	Germany	December 2018
BETT	UK	January 2019
Future events		
Learning Technologies	UK	February 2019
INTED 2019	Spain	March 2019
ITK päivät 2019	Finland	March 2019
PPI Open Market Consultation ( separate table on page 11)	Various	March – July
LEA – N event and Capacity building seminar	Budapest	May 2019
More events will be added		



## 2.4 LEA Open market consultation

The following events will be covered by LEA procurers / partners to engage industrial stakeholders in dialogue of the state of the art of Smart and Easy to use K12 Personalized Learning Systems ( upcoming possible PPI project) (see Table 5)

Table 5 The events LEA consortium members will attend during OMC

- **Learning Technologies exhibition** | LONDON, UK | 13 TO 14.FEBRUARY
- **INTED2019** <https://iated.org/inted/> | VALENCIA, SPAIN | 11 TO 13.MARCH
- **EDULEARN19**, <https://iated.org/edulearn/> | 1 TO 3 JULY
- **ITK Conferense in Hämeenlinna, Finland** <https://itk-konferenssi.fi/> | HÄMEENLINNA, FINLAND | 11 TO 13.MARCH
- **A scuola si può** <https://nowascuolasipuo.it/> | Rome, Italy | 22-23 March 2019
- **New Perspectives in Science Education Conference** <https://conference.pixel-online.net/NPSE/index.php> | Florence, Italy | 21 - 22 March 2019
- **La scuola di tutti** <https://www.sfide-lascuoladitutti.it/evento/> | Milano, Italy | 8-10 March 2019
- **ieTIC2019** [ieTIC2019](https://www.ieTIC2019.org/) | BRAGANÇA | 07.08.FEB
- **Space up Portugal** [SPACE UP PORTUGAL](https://spaceupportugal.com/) | LISBON | 09.FEB.
- **Norwegian Developers Conference** [NDC](https://ndc.no/) | | PORTO | 26.FEB. TO 01.MAR.
- **Global Azure Bootcamp** [GLOBAL AZURE BOOTCAMP](https://global.azurebootcamp.com/) | LISBON | 27.APR.
- **TAtech Europe** [TAtech Europe & EMEA Job Board Forum](https://tatech.com/) | LISBON | 08.09.10.MAY
- **Challenges of Artificial Intelligence** [CHALLENGES](https://desafiosdaia.org/) | DESAFIOS DA INTELIGÊNCIA ARTIFICIAL | BRAGA | 13.14.15.MAY



## 2.5 Next steps and challenges

The next steps to be taken in the upcoming months of project work will again involve education events. LEA will be present and continue to engage people directly, as direct and individual conversations have proven to be a very effective way of attracting new Followers. In addition to this, the website and social media channels will be continuously updated and fine-tuned to keep it interesting and make access to news and information even easier for potential Followers.

There might be some challenges ahead in respect to increasing not only the overall number of LEA Followers, but in particular the number of procurers who join LEA. In addition to different Member States having considerably different systems regarding governance of education institutions - making it difficult to identify relevant procurement officials - procurers are only one part of the learntech ecosystem, and they are only likely to take an interest in procuring learntech if policy makers, school administrators and/or teachers are also requesting such solutions.

This is why it is important that other actors in the learntech ecosystem (such as schools, learntech experts and suppliers) are also targeted. The LEA consortium will continue to attract Followers at fairs, conferences and other events where respective stakeholders from the education technology field meet. It will also continue to establish connections with relevant networks and projects at European, national and local levels. Most importantly, the foundation established by the LEA Followers work will now be built upon by the creation of the LEA Network of procurers (LEA -N).

## 3. LEA-N network definition and background

This section contains information about how the “Followers” create the baseline of the future LEA Network ( LEA -N) and describes the LEA-N definition, strategy and expected impact by M 24 and beyond.



The main objective of LEA is to **form a critical mass of procurers of education** using the following strategy:

**LEA consortium partners – procurers** covering **6 Member states** (MS) and **expert organizations** covering **3 additional MS** (in total 1/3 of all EU MS (27)) have an **active role** in preparing PPI, PCP, **inviting other procurers**, disseminate and attend capacity building seminars to attain more knowledge and understanding.

**LEA Followers** – invited, with the objective to cover **27 MS**, to follow LEA project act in a passive role by observing the project activities, results and take part in sharing of results and lessons learned.

LEA Network – **LEA-N** is the result of collaborating procurers, partners and followers as a joint action (see figure 2) to create the **critical mass of minimum 15 MS**. The network is formed and further developed during LEA and has a strong ambition to proceed after project ends (similar to European School net (EUN)).

These three concepts co-relate to each other in the following way:

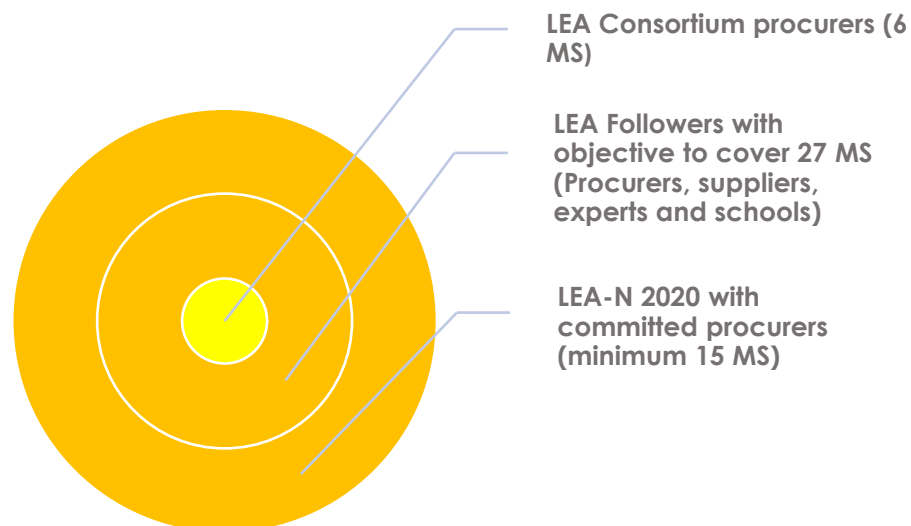


Figure 2 Illustration on co-relation between LEA procurers, followers and LEA-N (MS = Member States)

### 3.1 LEA-N purpose and strategy M12-20

The purpose of LEA-N is to create a European network of public procurers from different member states of the European Union, and in various sizes (municipalities, regions, other formations of procuring networks) who are to be willing to merge efforts and resources to present a set of common challenges and needs to the supply side of learning technology solutions, and thereby defragmenting the demand for innovative solutions for education and learning technology challenges of the future.

The LEA-N expects to enlarge its membership over the LEA project implementation, attracting more procurers and presenting wider market opportunities to the supply side, which may lead suppliers of learning technology to a faster and more cost-effective “go-to-market” approach.

Detailed information on success criteria, tactics, Key Performance Indicators and minimum requirements, benefits and commitments are provided in this report in a format of a visual road map presenting organizations, LEA Consortium member/organization responsible, purpose, goal, action and result. And the report follows this methodology illustrated in Figure 3.



Figure 3 Methodology of the report

The following sections contains a description of the methodology chosen in order to obtain LEA and LEA -N overall objective.

**LEA-N overall goal** is to attract and engage a critical mass of learning technology procurers to join the innovation procurement network

### 3.2 Strategy: Announce, Attract, Alert and Ask (4 A:s) M12-20

To reach this goal the following simplified methodology will be used:

**Announce** is about creating the LEA – N definition, strategy, purpose, benefits and impact and making it visible to the European procurers

**Attract** is about using LEA partners network and LEA Followers to engage procurers to join the LEA -N , including letter of commitment to LEA proposal, eafip and EUN strategies

**Alert** is about informing the potential procurers about the LEA -N benefits and what is offered

**Ask** is about asking for a commitment using a Letter of Intent ( appendix to this report) and identify and match the LEA – N members needs on upcoming support

The methodology consists of a detailed workplan for each partner on pages 17 – 19 of this document. Templates and developed material for different stages shown on the table 6.

Table 6 LEA templates and developed materials

**Announce ( D2.3)**

**Attract ( appendix D2.31) template for each partner to report the work**

**Attract and alert ( appendix D2.3 2 ) LEA benefits**

**Ask for commitment ( appendix D2.3.3 ) Template of requested assistance support of innovation procurement**

**Ask for commitment ( appendix D2.3.4 ) LOI – Letter of intent ( ask)**

Web page LEA updates by ENTER

The following sections, material and information will be provided by ENTER on the LEA webpage during month 12 – 13:

- Prepare and inform about a communication area among the LEA – N members on needs and innovation procurement
- List of members
- List of national contact points for support M 12 – 24





The LEA-N member sections and progress to date are as follows:

- Sweden EUPK (confirmed )
- Finland JYU ( tbc)
- Italy Sara Bedin ( tbc)
- Hungary Innova ( tbc)
- Portugal INOVA+ ( tbc)
- Spain Viladecans ( tbc)

First step of public announcement 20/ 2 2019

The following announcement was published in EC Newsletter [https://ec.europa.eu/newsroom/dae/newsletter-specific-archive-issue.cfm?newsletter\\_service\\_id=167&lang=default](https://ec.europa.eu/newsroom/dae/newsletter-specific-archive-issue.cfm?newsletter_service_id=167&lang=default) on the 20/ 2 2019

Join the learntech accelerator buyers network in Europe

"The Learntech Accelerator (LEA) aims to accelerate the market entry of innovative learning technology solutions using innovation procurement. To influence the market a strong European Buyer's Network is needed. Procurers of education solutions are welcome to join the pre-commercial procurement proposal that LEA is preparing for the Horizon 2020 ICT-34-2019 call. LEA can provide support for developing tender documentation and capacity building. LEA builds upon the lessons learned from [www.imaile.eu](http://www.imaile.eu), Europe's first pre-commercial procurement in the field of education."

### 3.3 LEA-N Critical success factors

The initial success driver and a possible implementation depends upon the capability of LEA to act and be recognized as a catalyst for high-level and international learning, and on the basis of active support, work and engagement among LEA partners and external experts acting as multipliers

The LEA-N must reach a critical mass of European procurers in order to become an efficient and valuable network, capable of working autonomously on specific areas as LEA spin-offs. Initially, in M1, the network has coverage in 5 Member States. To reach the level of a critical mass LEA has the aim to involve an additional minimum



of 10 procurers as LEA – N members and establish 6 contact points for innovation procurement. The aim and expected impact of the LEA-N in 2020 and beyond is to enable a continuous future collaboration agreement between the members covering a minimum of 15 EU member states.

To ensure knowledge transfer between the LEA-N members, one public LEA-N event, which will include workshops for the procurers ( and education experts), will be held, and the active participation of the members of LEA-N in order to create a valuable network and to improve the dialogue between technical partners, experts on education domain and buyers will be encouraged.

### 3.4 Tactics

In order to achieve the set goals of LEA-N the following short-term actions, or 'tactics' as they are called below, will be taken during the LEA project (see Table 7).

**Tactic #1:** Divide the goal, tasks and responsibilities in a clear **workplan** and report back from each partner ( D2.3 ) based upon their role, responsibility and competence.

**Tactic #2:** Increase the LEA-N through collaboration with other EU-wide networks at the policy level. E.g. using **European Schoolnet (EUN)** to spread LEA results with the goal to reach impact on 31 national ministries of Education in EU. Also using eafip and ICLEI identified procurers with innovation procurement interests.

**Tactic #3:** Ensure and enable knowledge transfer by **Capacity Building Seminars** on innovative procurement methods, alignment of public policies for education, and identification of common challenges, visions and needs of the future education. Make the **national contact points visible on LEA web** for transparent dissemination and sharing of knowledge in different MS.

**Tactic #4:** Create an **industrial dialogue accelerator**. Implement specific channels and tools to enable increased and improved dialogue between the demand and the supply side. Ensure to speak a common language between the stakeholders where “functional language” is key in order to receive development of competences. For the procurers, increase the knowledge and understanding of learning technologies in the procurer organisations in order to ensure smart and



future-oriented purchases of innovations to improve their education services. For the suppliers, increase the understanding of how demand and user needs align with the societal challenges of the public sector.

**Tactic #5 LEA School Labs.** The value and results of the LEA School Labs will be shared among the LEA-N members. Moreover, the LEA School Labs offer several benefits, including providing a meeting venue for the demand and supply side dialogue, involving the actual end-users, providing a testing arena for innovative procurement projects (PPI/PCP) and a state-of-the-art educational infrastructure environment, and offering the best learning technologies and methodologies currently/or soon-to-be available on the market.

Table 7 The Key performance Indicators

The Key Performance Indicators			
Tactic #	Effect	Impact	KPI
1	Demand side	Clear actions towards critical mass of procurers	Each partner creates an outreach towards other MS than their own and sign up minimum 2 potential LEA – N members to the network
2	Demand side	Increased collaboration among European public procurers of learning technology	LEA-N is active with network members from 15 member states, and established links to all member states
3	Demand side	Smart and economically quality assured purchases of learning technology	Increased competence by minimum 25 procurers of learntech to purchase innovations of tomorrow
5	Demand side	Increased service to schools – improved education service and better results	Need analysis collected directly from minimum 30 schools EU wide as input to Demand policy of 2030
4	Supply side	Learning technology solutions on the	Increased competence and insights on future needs via



		market with affirmed need from the customers	dialogue with procurers and pronounced PPI and PCP baselines
3, 4	Supply side	Anticipation on the market	LEA ROADMAP 2030 including an demand policy with future demands
3,4	Supply side	Closer/reduced time and cost for "Go-to-market"	First customers identified for PCP and PPI actions in order to commercialize innovations
2,3,4	Supply side	Increased EU/home market which is needed in order to succeed on the global market	EU wide dissemination of innovative solutions/demand policies aligned with market foresights in favor of EU suppliers as home market

## 4. Detailed workplan and strategic roadmap

### 4.1 Strategic workplan

In order to be successful and to reach the critical mass the work to attract more member states and networks to LEA is crucial. These sections present a 'hands on' table addressed to all LEA partners on responsibilities of contacts and timeplan. It is a strategic road map to enlarge LEA – N and to reach the objective of a critical mass of procurers in Europe (see Table 8).

Table 8 Strategic road map to enlarge LEA-N

Month	Responsible	Action	Verification
12	EUPK	Prepare and submit D2.3 LEA-N roadman and strategy	Each partner creates an outreach towards other MS than their own and sign up minimum 2 potential LEA – N members to the network.

12	ENTER	Prepare the webpage section of LEA – N	Updated LEA web and announce on social media etc.
12	ENTER	Verify the contact details of proposed national contact points of LEA	Add contact details on website
13	ALL	Initiate the PR work using D2.3 and invitation to CBS	Reported and documented in D2.3.1
13	GR	Initiate the work towards EUN network	Reported and documented in D2.3.1
13	ICLEI	Initiate the work towards ICLEI Procura+ network of sustainable and innovation procurement	Reported and documented in D2.3.1
13	Sara Bedin	Initiate the work towards eafip network procurers of education	Reported and documented in D2.3.1
13	JYU, KON	Initiate the work towards MidFinland network and procurers of education	Reported and documented in D2.3.1
14	ALL	Proceed with PR work using D2.3 and invitation to CBS	Reported and documented in D2.3.1
15	ALL	Midterm report and update on the work to EUPK	Use Appendix D2.3.1 and report the work progress
15	GR, ICLEI	Proceed with EUN and ICLEI members	Reported and documented in D2.3.1
16 – 19	ALL	Proceed with PR work using D2.3 and invitation to CBS	Reported and documented in D2.3.1
20	ALL	Final report and update on the work to EUPK	Use Appendix D2.3.1 and report the work progress



## 4.2 Targeted actions by several partners

Several LEA partners have strategically been selected to participate thanks to their entrance to other networks in Europe that can be beneficial to the LEA project. This section contains information on how these partners plan to involve other networks and stakeholders to reinforce the capacity of LEA – N during M 12 – 24.

### 4.2.1 Eafip identified procurers interested in education

The following procurers operating in education have expressed their interest in the European Assistance For Innovation Procurement ( eafip) during 2015 – 2018. Currently the eafip contract is under negotiation and definition . The new eafip team will be presented in April 2019 and synergies will be created.

Responsible partner	Sara Bedin
Targeted network	EAFIP



Social	Ministry of Education and Culture - Υπουργείο Παιδείας και Πολιτισμού	1 Mio € - 10 Mio €	registry@moe.gov.cy
Social	Ministère de l'éducation nationale	10 Mio € - 100 Mio €	saam-mission.achats@education.gouv.fr
Social	Agency for education	not available	not available
Social	City of Dublin Education and Training Board	10 Mio € - 100 Mio €	not available
Social	Department of Education and Science	1 Mio € - 10 Mio €	designteamapps@education.gov.ie
Social	Syndicat Intercommunal pour l'Enseignement, l'Éducation, le Sport et les Loisirs (abgekürzt "Sisepole")	not available	sisepole@hosin
Social	Ministry for Education and Employment	not available	procurement-educ.meef@g
Social	Northern Ireland Education and Library Board	10 Mio € - 100 Mio €	not available



#### 4.2.2 Policy level inclusion and strategy



Responsible partner	GR
Targeted network	European schoolnet (EUN) and other policy makers in Europe

For a smoother implementation and awareness rising of LEA – N in the Member States the policy level of education is also included in the network. 31 ministries of Education in Europe are to be informed about LEA -N and innovation procurement.

The Gothenburg Region (GR) is a co-operative organization uniting thirteen municipalities in western Sweden. Combined, the population of these municipalities is about 1 million. The task of the association is to promote co-operation over municipal borders and provide a forum for the exchange of ideas and experience within the region. GR focuses on such issues as: education, regional planning, environment, traffic, job market, welfare and social services, competence development and research. One of the tasks that GR are doing for its municipalities is participating in EU-projects and promoting the results of projects and advising on how project results can be turned into sustainable methods. GR aims to safeguard the interests of the municipalities of the Gothenburg region and to create benefits and added value for the educational landscape through strategic influence. GR's policy work, which will also be applied within the LEA project, is carried out from a multi-level perspective:

1. International (eg EUN)
2. National (eg SKL and the Swedish National Agency for Education)
3. Regional (eg GR, Västra Götaland region)
4. GR's thirteen municipalities (eg Gothenburg)



We will conduct our influence work on the basis of our proven experience and already establish networks, groups and other communication channels. We will meet politicians and officials, but also relevant organizations and other sectors (for example, business sector).

### **International and EU level / EUN**

-GR and EUN will meet during the spring of 2019 to discuss how the benefits of the LEA network and the conclusions of the LEA and IMAILE projects can be best promoted to all EUN members and followers. GR will provide the EUN with insights into the LEA project and point out the benefits of user driven procurement.

-GR will provide EUN with at least two tailored newsletters that will give them up-date information about the results and conclusions of the LEA project and a review of the current situation of user driven procurement within the EU. The newsletter will be delivered in September of 2019 and in January of 2020.

-GR are currently doing a survey/report on what the national policies (EUN member states) of digitalization in schools has to say about procurement, and if there are any financial numbers attached to this. This survey is planned to be finished late October of 2019. The Survey will be a good tool to prove that there is a common need in the EU that needs to be addressed through EUN.

-GR will also work through the joint projects that we have done with the EUN. EUN and GR has worked together on one Erasmus+ project, [FCL Regio](#). This was a project that developed guidelines for use of technology in the classroom. The partners of the FCL Regio project are currently in the process of applying for another project within this area. This will be a great area to provide stakeholders at a policy level with good insight into the great value of user driven procurement.

### **National level**

The Swedish National Agency for Education (spring 2019)

SALAR (Swedish association of local Authorities and regions) (spring 2019)

- As a strategy to strengthen the commitment of the EUN, GR will also promote the benefits of a LEA network to strong stakeholders at national level in Sweden. The two main targets are: The Swedish National Agency for Education (an official member





of EUN) and SALAR (Swedish association of local Authorities and regions). GR will meet with them during the spring of 2019 and start the process of getting them to join LEA-N.

RISE, state research institute (spring 2019)

-GR and Rise will work close during the LEA project, to strengthen the bounds between stakeholders and research. Rise will assist GR in the work with the survey due to their great knowledge within this field.

**Regional level**

- Information for GR's education policy steering group (autumn 2019)
- Information for the GRS education manager network (spring 2019).
- Information for GR's School ICT network (spring 2019)
- Information for VGR's regional development organization (RUN) (autumn 2019)

-Anchoring is carried out within GR's own operations and other ongoing projects and initiatives that are conducted within regional development, digitization and public procurement.

**4.2.3 ICLEI procurement-related networks**

Responsible partner	ICLEI
Targeted network	ICLEI procurement-related networks

ICLEI is a network of local governments committed to sustainability. It offers its members a platform to connect with peers and to drive positive environmental, economic and social change. ICLEI works closely with an extended network of local and regional governments and partners on a broad range of topics.

ICLEI in Europe has been working on procurement since 1996, assisting hundreds of cities, regions and public authorities to embed sustainable, circular and innovation criteria into public tenders directly and through collaboration projects. Through its



[Procura+ European Sustainable Procurement Network](#), ICLEI also provides professional information, advice, networking opportunities, training and tools to public authorities wanting to implement better, more cost effective sustainable and innovation procurement practices.

ICLEI will follow the '4 As strategy' when undertaking targeted actions to attract LEA-N members.

ICLEI operates several communications channels, where it will announce the creation of the LEA-N, including:

[Innovation Procurement Platform](#): ICLEI will publish an article to be displayed in the news section, and will give it a prominent position on the homepage by including it in the 'slider'. The Innovation Procurement Platform is also due to be re-launched in Spring 2019, offering further opportunities for visibility.

[Procurement Forum](#): this Forum provides a dedicated space for procurers from across Europe and beyond to communicate and exchange on innovation procurement. It has close to 5,000 members. ICLEI will post about the creation of LEA-N and the opportunity to join on the public space of the Forum (seen by all members), and also in any relevant innovation procurement groups.

[Procura+ Information Service](#): this mailing service has almost 1,500 members who are subscribed to receive updates on the latest news and project opportunities, and ICLEI will send information to this list promoting LEA-N.

Twitter: ICLEI will use the [@ProcureInno](#) twitter account, with 550 Followers, to further disseminate information on the creation of the LEA-N Network.

ICLEI will also work to attract procurers to the LEA-N through personalised approaches to individual members of its [Procura + Network](#) who have been identified as relevant, as well as procurers and other strategically place organisations that can be identified through other initiatives, including the:

[Innovation Procurement Brokers](#) project, which aims to facilitate the procurement of innovative goods and services by strengthening the links between public buyers on the demand side and innovative companies on the supply side. Public buyers are supported in the identification of their needs and, once ready, connected with SMEs and start-ups able to develop innovative solutions responding to their requirements.



A total of five regional procurement of innovation broker schemes will be piloted in Upper Austria, Denmark, North Rhine Westphalia (Germany), Ireland, and Andalusia (Spain), then scaled up to a European level.

Big Buyers project(planned to start in 2019), which aims to align and combine the purchasing power of public administrations, bringing them together in strategic partnerships to maximise their market impact, lower costs, help introduce innovations to the market, and help scale-up good solutions as well as improving skills and capacities in professional procurement practice.

Procure2Innovate - discussed further in 4.2.4.

In addition, it will attempt to attract LEA-N members from the Netherlands (as assigned to ICLEI in Appendix 2.3.1).

To do so, it will individually contact those identified as potential LEA-N procurers by email, in order to alert them to the LEA-N benefits and what is offered (as set out in Appendix D2.3.2), and to offer a follow-up meeting, either by phone or where possible in person, in order to provide more details to the potential procurer, and ask them to sign the Letter of Intent (Appendix D3.2.4).

#### 4.2.4 Procure2Innovate project

Responsible partner	ICLEI, Sara Bedin
Targeted network	Procure 2 Innovate (P2I)

The [Procure2Innovate](#) project, which aims to improve institutional support for public procurers of information and communication technologies (ICT). The project will establish or expand competence centers for innovation procurement in 10 European Union countries: five are already established in Austria, Germany, the Netherlands, Spain and Sweden; while five new competence centres will be established in Estonia, Greece, Ireland, Italy and Portugal. Finland and Lithuania have also joined as associate countries.

Progress so far - The Procure2Innovate partners have been informed about the work



of the LEA project, and relevant connections have been facilitated. Direct communication between the coordinators of both projects have been established, and Procure2Innovate partners have each been approached individually with an invitation to join LEA as Followers. To date, 5 competence centres have joined as LEA Followers (Germany, Estonia, Ireland, Netherlands, and Sweden). In addition, a direct connection between the Italian competence centre and City of Turin has been facilitated.

Next steps - Going forward, Procure2Innovate and its partners will continue to be updated with developments in the LEA project, such as the opportunity for procurers to join LEA-N, or relevant Capacity Building Seminars in their country. Information will be shared in person at Procure2Innovate project meetings, as well as online, using the Procure2Innovate Procurement Forum group.

In addition, ICLEI will facilitate the establishment of direct connections between LEA procurers and LEA-N members with the relevant national competence centres belonging to the Procure2Innovate network. Establishing direct connections will facilitate the two-way transfer of knowledge: procurers who contact national competence centres from the education domain can be informed that there is a LEA initiative, and procurers of LEA-N can access the expertise on innovation procurement of competence centres. In addition, strengthening links between the projects can provide competence centres with access to the niche expertise developed by procurers over the course of LEA (and IMAILE) in learntech procurement.



#### 4.2.5 Finnish procurers network Midfinland as partners PLEASE PPI

Responsible partner	Konnevesi and Jyväskylä University
Targeted network	Procurers Central Finland

**Strategy to bring LEA-N members from Central Finland.** Central Finland is a region of 19 small municipalities, including LEA Procurer, Konnevesi municipality. The strategy on this area has been to involve other municipalities of the area to LEA activities, to join innovation procurement projects and LEA-N.

**Regional workshops.** Representatives from central Finland municipalities gathered at the Lapunmäki school centre in Konnevesi on the 16th of November 2018 to discuss the future of digital learning environments. The seminar featured presentations from both digital learning platform and LEA representatives. The event brought together teachers, heads of education, researchers, digital learning platform representatives and LEA project workers. The conversation proved to be quite lively and innovative, with many different perspectives but still very similar needs for digital learning and education. A second regional LEA workshop will be organised in Jyväskylä in the Spring of 2019.

**Contacting key procurement personnel in the area.** The regional network of central Finland has been utilized in creating connections. Konnevesi municipality administration has been in contact with the heads of education of the neighbouring municipalities. The LEA project and the upcoming Please PPI project have been introduced in various conversations. The network of central Finland has regular meetings for heads of education and we are going to present LEA in the following meeting. The already existing contacts from, e.g. IMAILE have also been used in creating the LEA network.

Outcome of the activity : Municipalities of Laukaa, Äänekoski and Hankasalmi have expressed an interest of becoming LEA-N members. Other municipalities have also been contacted and interest is rising on the area.



## 5. Best Practice of innovation processes

This section contains good examples of on-going innovation process, networks and stakeholders in Europe with interest in LEA – N. It describes Norway's largest innovation procurement of learning technology, one ongoing education innovation partnership in France, how to create a buyers network and innovator partnership practice from Scandinavia.

### 5.1 Norway's largest innovation procurement process for education

Norway's largest innovation procurement process for education was announced on Norwegian TED in 2018: <https://doffin.no/Notice/Details/2018-574375>

58 municipalities and 3 regions are collaborating to find the most innovative and personalized technology for Primary and Secondary Schools in Norway. The innovative solutions shall support personalization of learning for students, teachers, head teachers and parents inspired by technology- trends used in music and entertainment sectors e.g. Spotify, Netflix. The purchase power of the procurers covers half of the population in Norway. The market dialogue and possible innovation procurement process is led by Baerum municipality <https://www.baerum.kommune.no/> with support from the national agency of Innovation in Norway: <https://www.innovasjon Norge.no/no/tjenester/finansiering/> (see Figures 4 and 5)



Figure 4 Logotype of: Samarbeidsprosjektet "Digitale Lærere"

The buyer's group methodology is defined by the steps ( also in the figure 5 in Norwegian) 1) Needs, 2) Dialogue, 3) R&D project or Innovative purchase procedure.



Figure 5 The buyer's group guide methodology

### Actual state and result of Market consultation

In February 2019 the dialogue phase is concluded and the process goes towards a decision on either a national PCP or a PPI. More than 30 suppliers have been included in the dialogue and open market consultation. The suppliers represent small, large, Norwegian and foreign companies. For example, Almerin (FI) and LIN (SE) two suppliers also with interest and participation in IMAILE

### Norwegian process connected with IMAILE / LEA

EUPK (Ellinor Wallin and Gabrielle Eriksson) had an initial meeting with the Norwegian buyer's group and Innovation Norway in Oslo in September 2018 sharing project findings, lessons learned and experiences between the Norwegian innovation process and IMAILE. The Norwegian buyer's group were presented IMAILE evaluation criteria and several other documentations to use as support in their process and mail communication and telephone calls have been held from September until January during the open market dialogue.



The Norwegian group of procurers also achieved the invitation to join PLEASE PPI proposal however the timeline was not aligned with their actual ongoing work. Several Norwegian stakeholders involved have signed up as LEA followers. During 2019 the collaboration will be strengthened using LEA – N strategy presented in D2.3.



Figure 6 LEA and Norwegian buyers during a sharing best practice meeting at the premises of Innovaiton Norway in Oslo September 2018

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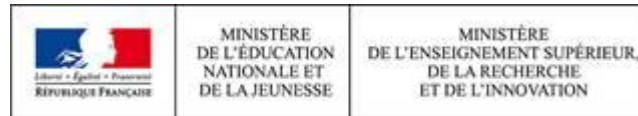
More info and all documents in Norwegian :

<http://innovativeanskaffelser.no/kalender/felles-initiativ-om-infrastruktur-for-innkjop-av-digitale-laeringsmidler/>





## 5.2 France Innovation partnership to achieve AI solutions for French and Math



This project is up to date the only innovation partnership for Education in Europe identified by LEA. The contact persons from the Ministry of Education contacted IMAILE already in January 2018 to initiate a process of sharing lessons learned.

**Timeline** Launch of call July 2017

**Needs** "Develop solutions, based on artificial intelligence techniques, for primary school teachers and in particular Cycle 2, to better support their students in the learning of French and / or mathematics for target group of primary schools and outreach to 2.5 million students in France"

### Phases

1. Research and development
2. Pre-industrialization
3. Acquisition and deployment

### Upcoming synergies between LEA – N and the Ministry of Education France

The Ministry of Education in France has announced that the project is currently in an evaluation process between phase 1 and 2 and LEA will investigate the following questions with them in March: budget estimation, amount of suppliers (size and nationality) lessons learned from evaluation panels and involvement of end-users. LEA (EUPK) has offered a meeting in Paris in March / April to provide support on the evaluation process methodology and lessons learned from IMAILE on tests in real classrooms. Additionally a Skype will be held to discuss synergies and possible support from LEA to the French Ministry of Education.

### Contact person

Julie BENOIST Mission des achats SG - SAAM

Ministère de l'éducation nationale et de la jeunesse/ Ministère de l'enseignement supérieur, de la recherche et de l'innovation

61-65 rue Dutot - 75732 PARIS cedex 15 Tél : 01 55 55 78 83



### 5.3 Brief description of Innovation partnership made by LEA

Until now IMAILE and LEA has only focused on PCP and PPI as tools for innovation. But as described in the best practice case of France there also exist a new type of public procurement procedure provided for in Directive 2014/24/EU called innovation partnership. Innovation partnership can be used only in cases where no solution for a public buyer's needs is available on the market. In such situations, innovation partnership is one of the possibilities offered by the directive to procure innovation and its implementation. The main feature of the innovative partnership is that the R&D occurs during the performance of the contract. In most other procedures, the public buyer already knows what type of solution it is buying: innovation occurs in the pre-contracting phase and usually ends with the conclusion of the contract when the exact features of the solution are agreed.

The supplier(s) is (are) expected to create the innovative solution and ensure its real-scale implementation for the public buyer. The public buyer's needs should be described with sufficient precision to allow potential tenderers to understand the nature and scope of the challenge and have sufficient information to decide whether or not to participate.

The innovation partnership process takes place in three phases:

1. The selection phase occurs at the very beginning of the procedure, when one or more of the most suitable partners are selected on the basis of their skills and abilities. The contracts establishing the innovation partnership are subsequently awarded based on the best price-quality ratio proposed. This phase is similar to a restricted procedure.
2. In the next phase, the partner(s) develop the new solution in collaboration with the public buyer. This research and development phase can be further divided into several stages designated for evaluating concepts, developing prototypes and/or testing performance. During each stage the number of partners may be reduced on the basis of predetermined criteria.
3. In the commercial phase, the partner(s) provide the final results.



One recommendation in IMAILE final report was to let LEA investigate the instrument of innovation partnerships in relation to education . This recommendation was based upon the need of simplified processes where a long PCP implementation could be concluded with the direct purchase of the innovations without initiating a new procurement process.

In Sweden Vinnova (Swedish Innovation Agency) is promoting a new instrument called innovation partnership and this will be investigated in LEA (As shown below - slide only available in Swedish ) but compared to PCP / PPI the innovation partnership contract includes option to purchase any of the solutions developed without a new procurement process (see Figure 7).

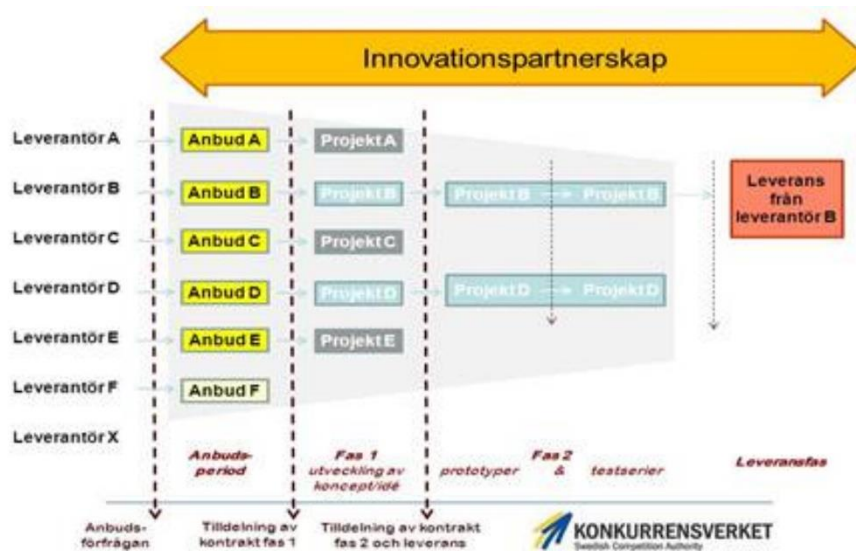


Figure 7 Innovation partnership

From M 12 – 24 LEA will investigate the innovaiton partnership closer for the education sector and will provide a possible scenario of such a use in the final report of D2.3 in M 24. LEA will meet with the French Ministry of Education as well as with representatives in Scandinavia ( as described in the next section) to learn more and to create synergies.

## 5.4 Innovation partnership and buyers network in Scandinavia



Text provided by Niklas Tideklev ( former policy officer Swedish Procurement Authority now CEO of Dialogmakarna AB <https://dialogmakarna.se/>)

### **Buyers networks and innovationpartnerships as methods and tools to solve societal challenges**

It is no longer satisfactory to push the market to develop solutions where the public sector is the first buyer. In order to solve the societal challenges many member states face there is also a pressing need to give opportunities to entrepreneurs and innovators to to scale up their solutions. Many member states have recognised this issue and are working to bring public buyers with common agendas and similar needs together. These so-called buyers networks often have knowledge and competence within a specific area and are willing to use their purchasing power to simulate the fostering of innovations and create new supplier markets. They should not be confused with joint or coordinated procurement projects. The networks are more permanent and can conduct several innovation projects or public procurements within their area.

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not be confused with joint or coordinated procurement projects. The networks are more permanent and can conduct several innovation projects or public procurements within their area. In a few of the nordic countries, buyers networks are supported by the national competence centres on innovation procurement.

In Sweden the National Agency of Public Procurement, Upphandlingsmyndigheten, is commissioned by the Swedish government to implement the the national public procurement strategy, where one of the most important objectives in the strategy is a public procurement that drives innovation and alternative solutions. The Agency is also commissioned to promote innovative solutions in public procurement and to increase knowledge and skills in innovation procurement. Moreover, the Agency has specific government assignments to stimulate and support innovation procurement through promoting early dialogue. They also support the buyer networks with knowledge and competence concerning innovation procurement.

In Norway The National Programme for Supplier Development is set up to accelerate innovations through the strategic use of public procurement, while at the same time contributing to new market opportunities for these innovations. They facilitate and broker several joint procurement initiatives. The programme is a joint collaboration by three significant entities; Difi (Agency for Public Management and eGovernment, KS (Norwegian association of Local and Regional Authorities) and NHO (Confederation of Norwegian Enterprise).

In Finland there is a is a network-based consortium called KEINO with one of its main objectives to increase the number of innovative and sustainable procurements in Finland. They are also setting up buyers' networks for co-creation of strategic procurement practices. KEINO provides a platform and support services for those procuring authorities who commit to co-operation and cocreation in buyers networks. Joint market analysis and market dialogue are some of the services being provided. The consortium consists of eight members, such as Motiva, Hansel and Business Finland.



There are also initiatives on an EU-level such as the Big Public Buyers and Networks Initiative. The initiative aims to develop a partnership approach to strategic public procurement in order to promote links with and among buyers-stakeholders that have a evident impact to achieve more effective public procurement practice. Impact is the key word to why contracting authorities should form alliances and work together in networks. A stronger purchasing power, alliances for deployment and scale up of breakthrough innovation as well as joint statements of demand means that suppliers identify the potential for serial production more clearly and a much-needed predictability is established. They are therefore more willing to carry initial costs for research & development.

Buyers networks can work in many different areas. Needs can be found among sectors related to construction, health, energy, social care and mobility. In Sweden, there are over 10 networks within field such as energy, health, sustainable mobility and construction. In Finland the networks are working in fields such as construction, mobility and logistics, bio and circular economy. In Norway networks are working in areas of health, digitalization and to address climate change. The networks are working in a similar manner in these nordic countries. They can:

- Identify, analyse and define joint needs;
- Conduct joint market analysis and early market dialogues;
- Formulate functional specifications;
- Pilot and test innovations through pre-studies, innovation projects or innovation procurements; and,
- Issue joint statements of demand to procure specific products and services

The networks are however not leading to impact until one or several of the contracting authorities are carrying out an innovation procurement. The solutions can be procured in a later stage by a larger mass of procurers within or outside the network

### **Innovation partnership in Scandinavia**

To reach the first stage of impact the innovation partnership procedure can be a very efficient tool. Buyers networks can initiate an innovation partnership where



innovators are a first public buyer through one or several contracting authorities within the network. Innovation partnership can be used when there are no solutions on the market and R&D is required. If innovation partnerships are linked to buyers networks and they have issued joint statements of demand, the the real impact can be reached. Opportunities to scale up is necessary to ensure that SMEs will invest in costs for development.

There are, however, not many innovation partneships carried out so far within EU.They are not always linked to a buyers network either. In Sweden there are just a few innovation partnerships and they are in the early development phases. They are not connected to any of the buyers networks. Upphandlingsmyndigheten have been involved in som general guidance in the preparatory phases of these projects. In Norway there are 10 innovation partnerships and The National Programme for Supplier Development is involved in facilitating and brokering. None of these innovation partnerships are finalised yet, so it is not possible to draw any conclusions from them.

There are however some general experiences that can be drawn from the work with buyers networks and innovation partnerships in Sweden and Norway:

Financing for buyers networks or innovations partnerships is essential to mitigate the lack of resources and time for the contracting authorities. Funding from national agencies is a way forward.

- There has to be joint needs when one or several contracting authorities in the network are carrying out an innovation partnership. If there are not joint needs then the potential for sacling up decreases.
- There is a need for innovation – and procurement competence within the networks and the contracting authority carrying out the innovation partnership. The national competence centers can be of assistance.
- If there is will and understanding between all parties there is a much higher possibility of succes.

Innovation partnership is a very attractive tool for buyers and suppliers since it brings together R&D with procurement in a streamlined process. This strengthens the cooperation between public and private actors.



## 5.5 Upcoming actions based upon the best practice cases

The cases presented in this section will be followed by LEA in order to learn during M 12 – 24 by the following actions:

- Meeting with French Ministry of Education to learn about innovation partnership in education in March / April 2019 with follow up and interviews on lessons learned until February 2020
- Interview with contact persons of the buyers network in Sweden, Finland and Denmark to identify buyers of education and share lessons learned
- Continuous contact with Norwegian innovation procurement process and actors for synergies and lessons learned
- Investigate a possible innovation partnership case to present as a result in M 24 for education in Europe

These actions will create an important baseline in order to achieve the overall purpose of LEA – N and the work described in this report.

## 6. Conclusion

The strategy to divide the creation of a European Buyers Network of Education (LEA – N) into two stages has proved efficient. As described in this report the outcome of the first twelve months was a total of **283 LEA followers** covering 27 Member States and out of these, 68 are procurers. These procurers will be an important baseline for the upcoming work during M12 – 24 to reach the objective of forming a critical mass of procurers in learning technology.

However, it can also be stated that the work to attract followers from the industrial sector (129 suppliers) has proved easier and this can most likely be explained by the content - focus of PPI preparations and Open Market consultation and a clear strategy and priority to attend industrial events of learning technology. Based upon this midterm result (68 procurers versus 129 suppliers) a **stronger focus to attend events with procurers** of education will be needed upfront.





Several tools have been developed to attract LEA followers and among them the **webinars** have proven to create a good and positive impact for procurers. Hence more webinars with “procurer- support” topics will be launched during M 12- 24.

The hands-on strategy provided to partners in this report with one common goal; to attract and engage a critical mass of learning technology procurers to join the innovation procurement network LEA – N has **clear tactics, KPI: s, workplan and templates** to use in order to simplify this upcoming crucial work. To reach the goal, collaboration and common efforts made by all partners is needed, and to follow the progress EUPK will collect a midterm report in M 15 and a final report in M20 as verifications of the common efforts performed. The targeted actions from several partners to reach out to already existing networks and projects (European School net, ICLEI, Procura+, Procure2Innovation and European Assistance for Innovation Procurement (eafip) will be closely monitored to ensure resource efficiency of EU – funding and that an added value is created.

**Innovation partnership** as initiated by the Ministry of Education in France and in Scandinavia (in other sectors) will be an interesting tool to investigate for education. Also, the success factors from creating the first transport, energy and health buyers' network in Scandinavia will be merged into LEA to form the first education buyers' network in Europe. Best practice says that the **needs always shall be the priority** for any buyers' network to invest in research and development and also to reach impact the buyers network needs **to conclude with an innovation procurement**.

Based upon these findings it will be Important for LEA to create the baseline of future needs which is planned in WP 3 (M 24) with a Common Demand Policy. But also, strategies to gather additional national and EU funding for PCP: s, PPI: s and possible Innovation partnerships for the procurers of education in the future is needed to guarantee the success with LEA -N.

A set of reflections and actions will additionally be initiated during M 12 – 24 on how to proceed and **reach beyond 2020 with LEA – N** after the LEA project ends



## 7. Appendix

### 7.1 Report on LEA-N participation

All 17 organizations in the LEA Consortium are required to provide a written report on how they have worked attract procurers to be invited to LEA-N (on national/regional/EU level). This is to be delivered to EUPK (WP2) by end of M 15 30/5 2019) and M 20 (30 of October 2019)

During the LEA kick-off in Brussels in March 2018, the following joint commitment was made on the 'acceleration of the network'. The table below presents the member states and responsible partner (document also to be found on LEA Google Drive). Please fill it in by M 15 and M 20.

#	EU member state	Responsible LEA partner	LEA -N member identified and committed
1	Austria	ENTER	
2	Belgium	Innova+	
3	Bulgaria	INNOVA	
4	Croatia	University of Jyväskylä	
5	Cyprus	SERN	
6	Czech Republic	Citta di Torino	
7	Denmark	Citta di Torino	
8	Estonia	Ajuntament de Viladecans	
9	Finland	Konnevesi Municipality	
10	France	Ajuntament de Viladecans	
11	Germany	OVGU	
12	Greece	ENTER	
13	Hungary	INNOVA	
14	Ireland	Halmstad Municipality	
15	Italy	Citta di Torino	
16	Latvia	Ajuntament de Viladecans	
17	Lithuania	University of Jyväskylä	
18	Luxembourg	Innova+	
19	Malta	ENTER	
20	Netherlands	ICLEI	
21	Poland	INNOVA	
22	Portugal	Braga Municipality	
23	Romania	OVGU	
24	Slovakia	ENTER	
25	Slovenia	University of Oulu	
26	Spain	Ajuntament de Viladecans	
27	Sweden	Gothenburg Region, Halmstad	
28	Noway ( ESS country)	EUPK	



**Additional LEA – N members identified and committed**

Responsible LEA partner	Additional LEA -N members committed by partner
ENTER	
Innova+	
INNOVA	
University of Jyväskylä	
SERN	
Citta di Torino	
Ajuntament de Viladecans	
Konnevesi Municipality	
OVGU	
Halmstad Municipality	
ICLEI	
Braga Municipality	
University of Oulu	
Gothenburg Region, Halmstad	
EUPK	
Sara Bedin	

**Description of work performed to enlarge LEA – N**

Brief description of the work from your organisation performed in order to attract the LEA – N members

**Challenges identified during the process**

If any, please describe and inform about how these challenges could be avoided in the future.



## 7.2 LEA-N benefits and expected contribution

There will be many benefits offered for the members of LEA-N. In return, the members will be required to actively participate in the network activities and be dedicated in bringing the network and its actions forward. This template is created to simplify the dialogue for LEA partners with interested procurers.

Benefits of LEA-N membership	
Peer interaction	<p>The members will be encouraged and given opportunities to network and collaborate with other public entities (cities, regions) and experts from different European countries working in the area of education, learning technology and innovation procurement.</p> <ul style="list-style-type: none"> <li>• Access to the LEA-N members contacts.</li> <li>• LEA-N are on the LEA website where communication between members could take place (partner search for projects, communications wall for information sharing etc.)</li> <li>• Possibility to use fellow network members as referral partners to reach contacts beyond the network.</li> </ul>
Analysis and development of common demand policies	<p>The LEA-N members are asked to contribute to the increasing European demand for innovative learning technologies and are given the chance to engage in dialogue at European policy level in order to influence the strategic agenda of learning technology and innovation procurement. The LEA project and LEA-N aims to offer high international visibility towards European Commission, National Ministries and the EU learning technology sector.</p>
Joint procurement actions	<p>The members will receive the latest information about European funding for innovative procurement actions and given the opportunity to participate in joint innovation procurement (PPI of STEM/PLE innovations and PCP).</p>
Knowledge sharing and expansion of operations and skills	<p>Competence development of operations, processes and staff. The LEA-N members will be offered network events and capacity building to strengthen competences in innovation procurement and learning technology. Also LEA-N members will benefit from LEA project knowledge with access to contacts to experts on innovation procurement and access the results from LEA School Labs.</p>
Networking opportunities	<p>Networking with other European cities and regions in the field of education and public procurement where the members can learn from other experiences and share their own. Moreover, as LEA has the purpose to strengthen the dialogue between all Learntech stakeholders, to improve the dialogue held between the demand- and the supply-sides of the education sector, the network opportunities will be extended to taking part in dialogue with the industry.</p>
Partnership opportunities /eTwinning projects	<p>Opportunities for LEA-N members to work in partnership to support each other in implementing innovation procurement in learning technology through eTwinning projects, e.g. invitation to join an EU digital implementation project for teachers and students in the LEA-N procurers' schools.</p>

### 7.3 Assistance & support request LEA-N members

This template ( questions)

- shall be published on LEA web accessible in one easy format
- can be used by LEA partners during the “Attract phase” to identify the needs of the network
- shall be kept and reported as final result in D2.4 on FAQ by European procurers in education towards Innovation procurement
- can verify areas of interest to be included in the Demand policy 2030

Name of organization	
Contact person	
Previous experience on innovation procurement	
Requested assistance and support	
Timeline	
Additional information ( for example identified educational needs to be included in the demand policy)	



## 7.4 Template LOI to potential LEA-N members

### Letter of intent for the LEA procurers Network (LEA-N)

*LEA Grant Agreement no. 779803 is a H2020 project is funded by the European Commission.  
Note that this document is not of a legally binding character.*

I the undersigned, confirm on behalf of my organisation, \_\_\_\_\_ (please insert the name of your organisation) our interest in the above mentioned project and to join the network of procurers of education LEA-N. We would like to be kept informed about and contribute to the progress of this project and networks activities.

The Learntech Accelerator (LEA) concept is built upon the findings, expertise and lessons learned from IMAILE ([www.imaile.eu](http://www.imaile.eu)) Europe's first, and to date only, PCP project within the field of education, and in particular of PLE in STEM for primary and secondary education. The on-going project LEA aims to accelerate the LEARNTECH sector (in primary, lower secondary and upper secondary schools) both from the demand and the supply sides, using innovative procurement as a powerful tool.

**WHY?** We want to participate in LEA network to reform and open up the traditional and closed educational systems to achieve increased learning results.

**HOW?** By using the purchase power of public procurement to steer user-driven innovations for digital learning.

**WHAT?** When joining the LEA network, we are able to take an active part in shaping the guidelines of digital education for the future by preparing new innovation procurement calls, spread and transfer knowledge and benefits of innovation procurement, take active part in industrial dialogue and identify common needs for increased learning results.

Additionally, by joining the LEA project we will receive support to develop legal tender documentation and get guidance on where to find funding for LEA innovation procurement calls (LEA PCP/LEA PPI) on national, regional and EU level.



The LEA project addresses issues critical to speed up knowledge transfer, dialogue and awareness rising of innovative procurement within the learning technology sector, as yet not addressed elsewhere at a European level. We hereby see that the LEA project is in line with the goals and strategies of our organization.

Based upon these indications we can see a potential involvement of **>insert name of organisation< in** the following tasks: **(select the applicable task/s)**

- attend capacity building seminars arranged by LEA;
- take part in possible upcoming PPI and PCP initiatives
- contribute to develop a common demand policy on education and learning technology for 2030;

Date, \_\_\_\_\_  
and signature of its representative

**Seal of the organisation**

