

DECENTRALIZED SCHOOL FACILITIES

HVALER



ISLAND & IDEA TITLE

HVALER
DECENTRALIZED SCHOOL FACILITIES – FLEXIBLE
LEARNING FOR YEAR-ROUND ISLAND LIFE



TARGET GROUP

FAMILIES WITH CHILDREN AGED 6–16
SEASONAL WORKER FAMILIES
HOMESCHOOLING NETWORKS
REMOTE-WORKING PARENTS
TEACHERS SEEKING FLEXIBLE EMPLOYMENT



PROBLEM AND OPPORTUNITY

HVALER'S SCHOOLS ARE CENTRALIZED
VERYDAY LOGISTICS IS DIFFICULT FOR FAMILIES
DISCOURAGES YEAR-ROUND FAMILY LIFE AND
CREATES A RISK OF FURTHER POPULATION AGING
HUBS CAN PROVIDE FLEXIBLE EDUCATIONAL
OPPORTUNITIES



SOLUTION

NETWORK OF "SATELLITE" SCHOOL HUBS IN EXISTING
COMMUNITY BUILDINGS (GRENDHEUS, CULTURAL
CENTERS) ACROSS HVALER



WHAT ALREADY EXISTS?

STRONG COMMUNITY ASSOCIATIONS
GRENDHEUS IN MANY AREAS
EXISTING MUNICIPAL SCHOOL COMPETENCE
MUNICIPALITY AND REGIONAL PLANS FOR VIBRANT
ISLAND LIFE
DIGITAL INFRASTRUCTURE IMPROVING



WHAT IS NEEDED?

IDENTIFY SUITABLE SPACES
UPGRADE DIGITAL INFRASTRUCTURE
DEVELOP LEARNING MODEL AND PARTNERSHIPS
TRAIN TEACHERS IN FLEXIBLE PEDAGOGY
PILOT FUNDING FOR INITIAL HUBS



WHO IMPLEMENTS IT?

MUNICIPALITY OF HVALER
FREIIA/ØUC STUDENTS
LOCAL TEACHERS AND CULTURAL ACTORS
PARENT NETWORKS
NATIONAL EDUCATION AUTHORITIES



WHEN IS IT FEASIBLE?

PLANNING AND DESIGN: SEPTEMBER–DECEMBER 2025
PILOT IMPLEMENTATION: SPRING 2026
EVALUATION AND SCALE-UP: 2026/2027 SCHOOL YEAR



EXPECTED IMPACTS

IMPROVED ACCESS TO EDUCATION ACROSS HVALER
SUPPORTS YEAR-ROUND ECONOMY
REDUCES CAR USE
INNOVATIVE PLACE-BASED LEARNING MODEL



RISK FACTORS AND MITIGATION

STRATEGIES

REGULATORY HURDLES → EARLY DIALOGUE WITH
NATIONAL EDUCATION AUTHORITY.
PARENTAL SKEPTICISM → INVOLVE FAMILIES IN
DESIGN PHASE.
UNEVEN DIGITAL READINESS → PRIORITIZE
INFRASTRUCTURE UPGRADE.



POSSIBLE FUNDING OR BUSINESS

MODEL

MUNICIPALITY INNOVATION FUNDS
REGIONAL EDUCATION INNOVATION PROGRAMS
EU INTERREG (CHILD-FRIENDLY ISLAND STRATEGIES)
CORPORATE CSR (EDTECH COMPANIES)



SUGGESTED NEXT

STEPS

PRESENT CONCEPT TO MUNICIPALITY OF HVALER AND
REGIONAL EDUCATION BOARD
CONDUCT STAKEHOLDER WORKSHOPS WITH TEACHERS,
PARENTS, ASSOCIATIONS
IDENTIFY POTENTIAL PILOT LOCATIONS (GRENDHEUS,
PUBLIC SPACES)
DEVELOP DIGITAL NEEDS ASSESSMENT
LAUNCH FIRST PILOT HUB FOR SPRING 2026

Island: Hvaler (Norway)

Title: **Decentralized School Facilities** – Flexible Learning for Year-Round Island Life

Document purpose: Sustainable entrepreneurship proposal to support family retention, youth education and community resilience on Hvaler.

1. Target group

Families with children aged 6–16, seasonal worker families, homeschooling networks, remote-working parents, teachers seeking flexible employment.

2. Problem and opportunity

Hvaler’s schools are centralized, making everyday logistics difficult for families on the outer islands and in dispersed parts of the municipality. Combined with housing costs and car-dependence, this discourages year-round family life and creates a risk of further population aging.

Decentralized learning hubs can provide flexible educational opportunities close to where families live, supporting youth education, family retention, and Hvaler’s strategy for vibrant year-round communities.

3. Your solution

Establish a network of “satellite” school hubs in existing community buildings (grendehus, cultural centers) across Hvaler.

Hubs equipped with modern digital classroom tools (video conferencing, learning platforms).

Flexible blended learning (online + physical).

Local place-based curriculum elements (culture, crafts, maritime knowledge, nature-based learning).

Shared with after-school activities and adult education.

Partnership between schools, municipality, local associations and parents.

4. What already exists?

- Strong community associations
- Grendehus in many areas
- Existing municipal school competence
- Municipality and regional plans for vibrant island life
- Digital infrastructure improving (fiber rollout)

5. What is needed?

Identify suitable spaces

Upgrade digital infrastructure

Develop learning model and partnerships

Train teachers in flexible pedagogy

Pilot funding for initial hubs

6. Who implements it?

Municipality of Hvaler (school system, facilities)
FREIIA/ØUC students (concept, digital development)
Local teachers and cultural actors
Parent networks
National education authorities (regulatory framework)

7. When is it feasible?

Planning and design: September–December 2025
Pilot implementation: Spring 2026
Evaluation and scale-up: 2026/2027 school year

8. Expected impacts

Social: Improved access to education across Hvaler, more attractive for young families, counteract demographic imbalance.
Economic: Supports year-round economy through higher family retention.
Environmental: Reduces car use for school transport.
Educational: Innovative place-based learning model.

9. Risk factors and mitigation

Regulatory hurdles → Early dialogue with national education authority.
Parental skepticism → Involve families in design phase.
Uneven digital readiness → Prioritize infrastructure upgrade.

10. Possible funding or business model

Municipality innovation funds
Regional education innovation programs
EU Interreg (child-friendly island strategies)
Corporate CSR (EdTech companies)

11. Suggested next steps

Present concept to Municipality of Hvaler and regional education board
Conduct stakeholder workshops with teachers, parents, associations
Identify potential pilot locations (grendehus, public spaces)
Develop digital needs assessment
Launch first pilot hub for Spring 2026

Municipality's Facilitating Role (RUDDER Framework)

Leadership: Define decentralized education and family retention as key strategic goals; appoint innovation officer or education liaison.

Connector: Link students, teachers, community associations and regional education actors.

Facilitator / Creator: Support design thinking workshops and co-creation events with families and educators.

Provider: Help secure pilot funding, offer in-kind support (use of municipal spaces, internet upgrades).

Ambassador: Promote the initiative through municipal platforms, school newsletters, and regional networks.

Leverage / Capitalize: Position Hvaler as a national example of flexible island education models.

Network Orbiting: Connect to other Nordic island communities experimenting with education innovation.

Procurement Trendsetter: Inspire adaptive, flexible procurement supporting small-scale decentralized models.

Stakeholder	Role in project	Interest/Motivation
Students (FREIIA, ØUC)	Concept development, stakeholder engagement	Learning innovation, practical project experience
Municipality of Hvaler (Schools dept.)	Strategic owner, infrastructure provider	Strengthen year-round community and education services
Teachers and educators	Co-creators, pilot implementers	Improved teaching flexibility, local innovation
Parents and families	Key users, co-design partners	Better education access, local community life
Local associations (Community halls, NGOs)	Space providers, program partners	Stronger community role, new activity opportunities
Regional education authorities	Regulatory support, scaling potential	Innovation in public education