



Real World Learning Network

Fourth Partners Meeting Minutes 24th to 28th Sept 2013

The objectives of the meeting were to:

- Review project progress.
- Review and plan RWL Conference in Slovenia.
- Plan work of WGs.
- Further plan project monitoring and evaluation.
- Review finances.

1. Reporting Project Progress

Each working group reported on progress and were asked to mention their successes and challenges.

1.1 *Working Group 1*

WG1 has been reviewing different models as follows:

- Quality Badge – CLOtC UK.
- ESD system (UNESCO ESD model) – Germany
- ENSI – Italy
- Forest Education Model – Hungary.
- ParcInterp – Germany

Over the summer WG1 discussed definitions following up from their meeting in Germany. Angelika has developed a table of definitions that will be updated as required.

There was a discussion about who the WG target groups were. This needs to be clarified by the WG members. Discussions have been around assessment for:

1. Learners (students attending courses).
2. Teachers/facilitators (staff delivering outdoor learning).
3. Providers/centres (organisations offering outdoor learning).

At the RWL conference in Slovenia there will be a focus on what assessment and quality criteria look like for all three groups. However, the WG will need to ensure there is clarity for their ongoing work both in terms of developing a clear set of recommendations and in terms of managing their workload.

Challenges: there has been a lot of talk but limited action which is probably due to a lack of clarity on the tasks each WG member needs to carry out. The WG has not yet started working on a model for assessment, this work needs to start.

1.2 *Working Group 2*



Deliverable 1 and 2 have been completed.

Seven out of nine mind maps have been completed in draft form and edited for conformity. The final two mind maps need to be completed, gaps in information filled in and links to additional information added. Guidelines for the use of the mind maps have commenced in the UK and these need to be completed. The draft mind maps and guidelines will need to be tested in each country.

Deliverable 4 has started. A case study template has been produced but will be revised based on discussions during the meeting. One case study has been received to date, more need to be developed urgently.

It was felt that Deliverable 3 is more closely aligned with WG3.

Partners are starting to collect recommendations for deliverable 5.

The future actions were presented and can be seen in Annex 1 below.

Challenges: the original work plan was unrealistic. Communication has been an issue which needs to be more directive with tasks clearly laid out for WG members.

A PowerPoint presentation was presented and can be found on Huddle.

1.3 Working Group 3

WG3 has had monthly Skype meetings to discuss and plan their work. The main issue is the weak pedagogical and behavioural change understanding of the WG members. As a result WG3 decided to start by searching for case studies and then work backwards to identify the pedagogical approaches and behaviour change methods used. This, however, as the significant disadvantage of not know what is a good case study and what to look for.

WG3 decided to overcome their lack of theoretical understanding by commissioning research on common behaviour change models by an expert from the Czech Republic. This will be completed by the end of November. The research undertaken by Beth Christie as the University of Edinburgh was also mentioned

(<https://blogs.glowscotland.org.uk/dg/CreativeLearningNetworksinDG/files/2012/06/Impact-of-OL-on-attitudes-to-sustainability-for-FSC-May-2012.pdf>).

WG3 have prepared a case study template which was reviewed at the meeting and suggestions for improvement made. The main discussion was about how to select case studies, with a strong opinion that they should be based whether they deliver the competencies identified by WG4 (this gives the case studies more relevance). By using key competencies as the basis for identifying case studies it will also help focus the search. Participants voted to select the five competencies that should form the initial focus of the search for case studies, as follows:

Critical Thinking	Interpretation, Thinking	Students will be able to identify connections and relationships (they will determine and report links and relationships between phenomena, events and concepts of different disciplines. They will understand the systemic nature, identifying similarities and differences, consistencies and inconsistencies, causes and effects).
Dealing with	Flexibility	Students will be able to use their sustainability linked skills and knowledge in everyday situations.



change		
The future begins today	Future, Challenge	Students will develop a sense of initiative and entrepreneurship; the ability to turn ideas into action (this involves creativity, innovation and risk-taking, as well as the ability to plan and manage projects in order to achieve objectives. The individual is aware of the context of his/her work and is able to seize opportunities that arise. It is the foundation for acquiring more specific skills and knowledge needed by those establishing or contributing to social or commercial activity. This should include awareness of ethical values and promote good governance).
You & Me & All the World around us	World Problems, Relationship	Students will be able to recognize their relationship to nature. Having nature experiences of different kinds will encourage them to reflect on their relationship to nature.
Dealing with change	Flexibility	Students will develop basic competences in science and technology. These refer to the mastery, use and application of knowledge and methodologies that explain the natural world. These involve an understanding of the changes caused by human activity and the responsibility of each individual as a citizen).

Challenges: the lack of theoretical knowledge is a big challenge that the WG is trying to overcome through commissioning external research. There have been a number of staff changes which make continuity a challenge.

1.4 Working Group 4

In phase 1 WG4 completed:

- Defined terminology.
- Surveyed employees.
- Establish links with experts.

In phase 2 they carried out research and data gathering in preparation for phase 3 during which they:

- Created a list of competencies.
- Categorised and reduced the list.
- Prepared models to present the competencies.

WG4 are now focusing on green career profiles. The majority of their work is complete with their remaining short term tasks of:

- Complete green competencies list.
- Format their model for green career competencies.
- Present their work at the conference in Slovenia.

Their longer term tasks include:

- Discuss their results with WG3.
- Support WG3 to identify pedagogies for teaching the competencies.
- Continue working with experts.
- Prepare for the February meeting.
- Present results at the final conference.



1.5 Common Challenges

A common challenge, with the exception of WG4, for the WGs has been communication and ensuring work plans are implemented. There is good progress but not as rapid as hoped for. The work is made more challenging due to its theoretical nature at times and lack of identifiable tasks. The WGs are starting to communicate better and Skype meetings are helping this process. In order to ensure the work is carried out WG Coordinators agreed to:

- Ensure all tasks are specific and clearly written and realistic deadlines provided.
- Copy CoCo's into communications relating to actions, tasks and deadlines.
- Inform CoCo's immediately if WG members are not carrying out their work effectively.

The CoCo's will provide greater support to the WG Coordinators and ensure that WG members in their country are carrying out their tasks.

Everyone agreed that having the WG Coordinators attend the CoCo meeting is useful and should continue.

Actions:

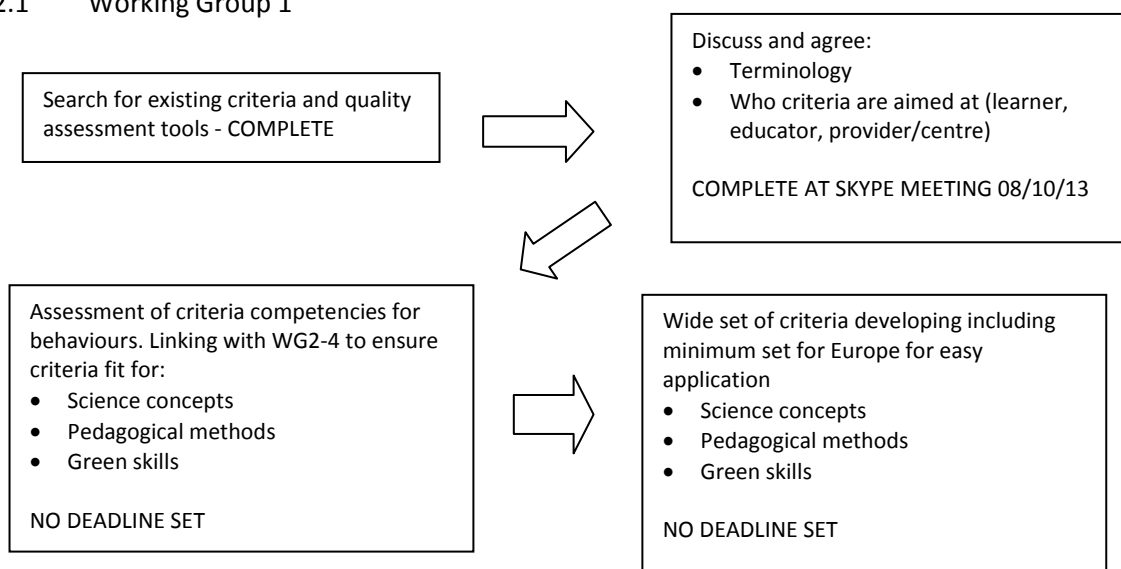
- Clear tasks and deadlines
- Copy CoCo's into all emails relating to actions, tasks and deadlines.
- CoCo's to follow-up with WG members to ensure tasks are delivered and support as required.
- Include WG Coordinators in all future CoCo meetings.

2. Planning Work of the Working Groups

We reviewed the work plans for each WG to ensure that they complemented each other. Critical is that WG3 have received a draft competencies list from WG4 and draft mind maps from WG2. This has been achieved.

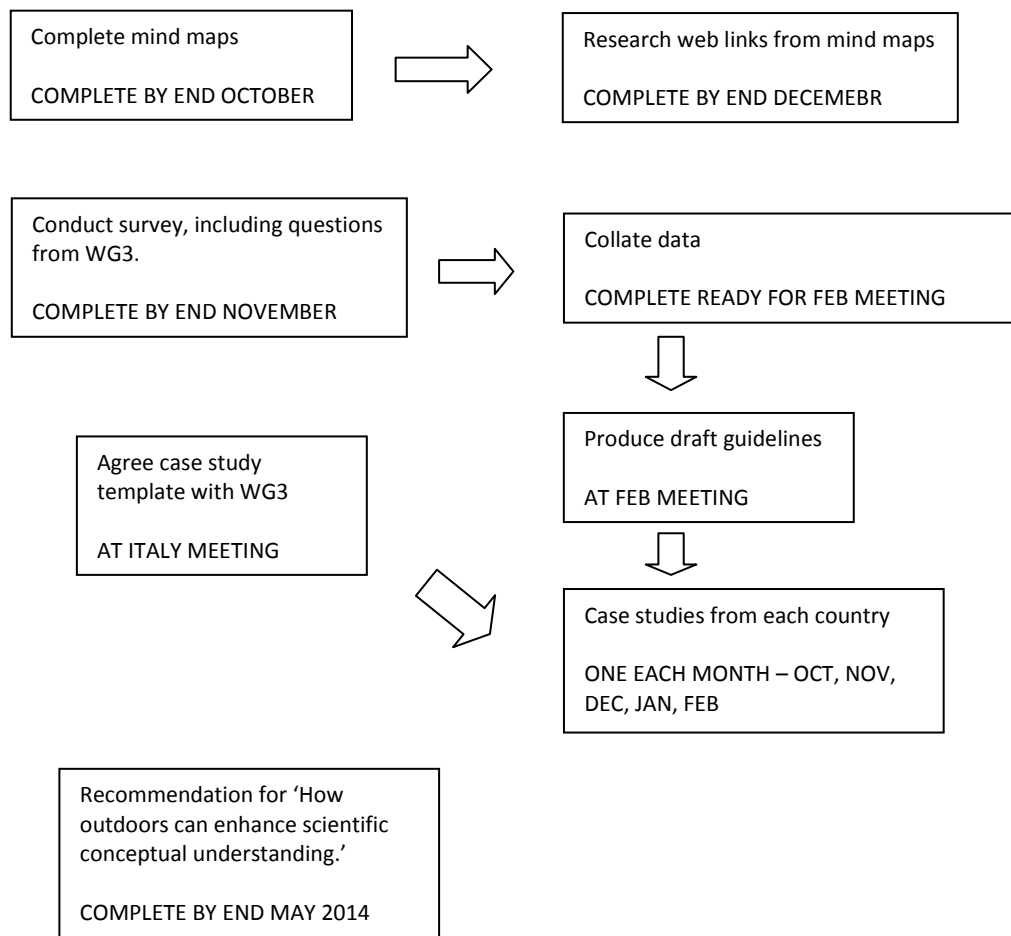
Below is a review of tasks and key dates (images of the WG tasks in the meeting folder on Huddle).

2.1 Working Group 1

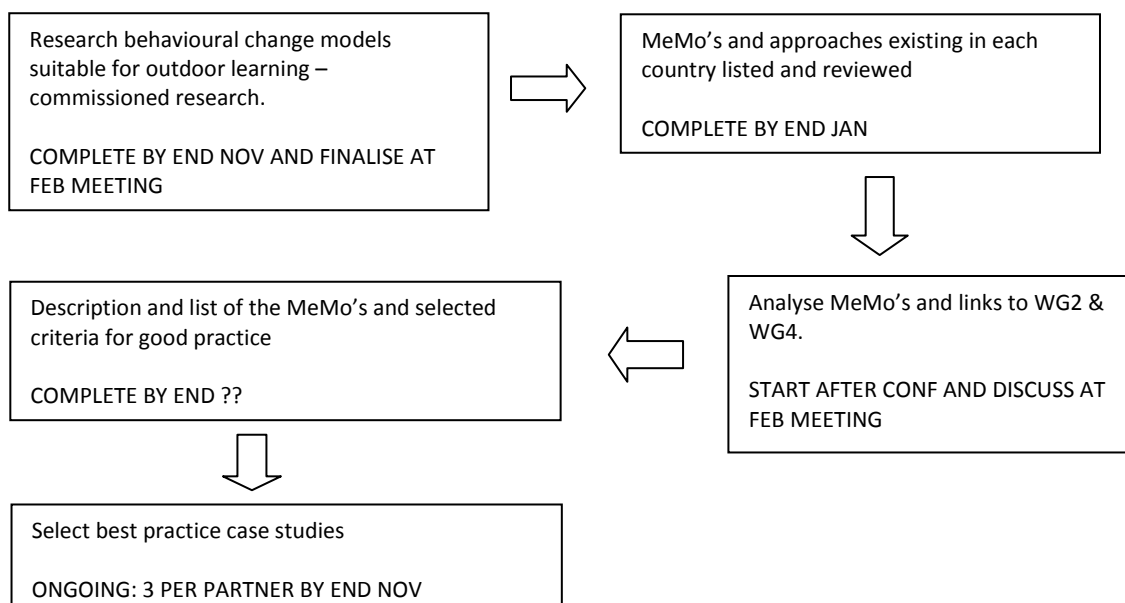




2.2 Working Group 2



2.3 Working Group 3





2.4 Working Group 4

Working group 4 is on target and has provided competencies for WG2 and WG3 as required.

3. RWL in the Future

We asked ourselves what the RWL Network will look like at the end of the project if it is successful. We asked what sorts of services it will offer, the products it will have developed, how it will communicate and the partnerships that will have been created. The list created below is in addition to the project outputs and outcomes, but does clearly support them, and represented both aspirations for the future as well as practical tasks to ensure success.

- E-network to increase visibility of RWL.
- Translation – this takes time and financial resources are limited.
- Resources – more printed resources will help in some countries especially if they are differentiated for national needs. Other resources such as podcasts and videos would be more useful than printed resources in some countries. Each partner should produce the agreed core publications and then decide how to add value to them through nationally relevant resources.
- Folders that can be used to add relevant materials based on target group.
- Templates for common formatting of publications.
- Provide a support and advice service for outdoor learners.
- Focus on what is special about RWL that cannot be found in-country e.g. the opportunity to learn from other countries.
- Provide a clear forum for sharing new ideas...focus communications on one big idea each time to stimulate debate and sharing.
- European training events by the RWL members.
- Quality Badge for providers/centres based on the CLOtC system.

Some of these points are discussed elsewhere in the minutes, and the future of RWL will need to be included in the February meeting agenda.

Action:

- Include future of RWL as agenda item for February meeting.

4. Slovenia Conference

The conference programme was presented by Thorsten (day 2) and Markéta (day 3). Day 1 will be organised by CSOE with an introduction activity after dinner.

There was considerable discussion on the morning of day 2, and in particular providing a clear overview for participants to avoid any confusion. The model suggested should ask 'how does assessment and quality criteria look like for learners, educators and centres/providers.'

Day 2 evening activities will be organised by CSOE, and day 3 evening activities by the FSC.



Day 4 still needs some clarification. Tom Deacon is approaching someone from PIRC to deliver a keynote presentation, if not available Andreij Sorgo from Slovenia will deliver the keynote. Following the keynote speaker there will be an open session for participants to offer a workshop or presentation. Richard will schedule these.

The final session on day 4 needs to be planned by Angelika/Thorsten/Markéta. Richard will prepare formal evaluation forms.

A few organisational issues:

- Welcome speeches (Boštjan to organise).
- Janet to organise flights for Tony Thomas.
- Keynote speaker text – send summary to Boštjan.
- Hard copies available of Czech conference report for participants to read.
- WG2 and WG4 poster demonstrating results and activities.

The following arrival/departure dates were agreed:

26th Nov – WG3 & WG1 arrive; CoCo's arrive if required.
27th Nov – everyone else arrives; conference starts with dinner.
30th Nov – CoCo's meet in the afternoon.
1st Dec – CoCo's free to depart; WG1 & WG3 depart after 5pm.
2nd Dec – anyone left behind departs.

Actions:

- Schedule participant workshops/presentations (Richard).
- Angelika/Thorsten/Markéta plan final session on day 4.
- Prepare formal evaluation forms (Richard).
- Keynote speaker text – send summary to Boštjan (Daniela, Ida, Beth/Sally, Markéta by end October).
- Formal evaluation forms (Richard).
- WG2 and WG4 poster demonstrating results and activities (Sam and Boštjan).

5. Budget Under Spend

There is a significant saving from the travel and subsistence budget in the region of €12000, possible more if future savings are taken into account. We discussed possible ways to use the money to further the project aims. Changes to the budget will require the EU to be notified first and possibly a formal contract modification.

Suggestions included:

- Increased budget for translation.
- Increased staff days.
- National events.

Partners will send Richard their proposals and then Richard will prepare a table for review.

Actions:

- Partners send Richard their costed proposals.
- Calculate potential future project savings (Richard).



- Agree additional budget spend (all partners).

6. Case Studies

We discussed the case study templates (see above). It was agreed to use the WG3 template from Huddle.

7. Dates for February Meeting

Boštjan asked if the meeting can be one week earlier to allow for Slovenian half term. Boštjan will contact partners about the change of dates.

Also, if the meeting can take place on mainland Europe it will be easier for some participants to find the time. Richard to enquire about locations.

8. Financial Audits

Richard confirmed that following a recent EU finance audit that full salary details will be required for the final audit of the project; this would include payslips, payroll details, contracts and bank records. This information will vary depending on whether staffs are employed on a full-time, part-time or project basis.

9. Monitoring and Evaluation

We reviewed the monitoring and evaluation plan. More detailed work will be required in November and February to plan the final project evaluations. In the meantime partners were informed to keep accurate and complete records of all information that can help to evidence the success of the project.

We discussed the need to be able to evidence change in the target groups, in other words is the Network promote outdoor educators to think and do differently.

10. Dissemination and Exploitation

Thorsten led this session focusing on the big ideas we wish to promote. It was felt that promoting a single big idea in communications would be more effective than general news, together with key questions for people to respond to.

It was agreed that the RWL newsletters would have the following focus:

- WG4 – competencies circumplex (Autumn 2013).
- WG2 – mind maps (Winter 2014).
- WG3 – to be decided (Spring 2014).
- WG1 – to be decided (Summer 2014).

Final note – Richard will be away and out of contact 16th October to 4th November.



Annex 1 – WG2 list of actions

Working Group Two - List of action needed from October 2013 to meet deliverables.

What	Who	How	When
Complete Mind-Maps	UK		End October 2013
Research websites to support key parts of the Mind-Maps	UK OK to do this for English sites.		End December 2013
Set Mind-Maps on an open source wiki	FSC IT department		April 2014
Conduct survey to inform guidelines & submit to WG lead (Sam)	Each Country	However each country feels the best way to gather this information. Using one of the completed Mind-Maps. The questions were agreed at the meeting in Slunakov.	End November 2013
Collate survey information & produce guidelines	UK	Using the survey information & recommendations report.	For Feb meeting.
At least five case-studies using different Mind-Maps & different age groups	Each Country	On the existing template & placed on Huddle. Must include enough information for other people to be able to carry out activities, so include photos & videos.	At least one a month starting in Oct. So one in Oct, Nov, Dec, Jan, & Feb.
Recommendations Report	Each Country, then UK will collate and bring to the Feb meeting.	The method that each country uses to get the information is up to them. The recommendations need to answer the question: " <i>How the outdoor environment can enhance the understanding of scientific concepts</i> " in each country. It should include barriers, as well as opportunities.	End of Jan 2014