Project Initiation Document

Real World Learning Network

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Introduction

The Project Initiation Document is designed to assist the successful implementation of the Real World Learning Network project. It provides basic information about the project, its structure and key processes required throughout the project. It is designed to be a dynamic document that will be reviewed and revised during the project. That said, certain aspects of the project are fixed, for example the project objectives, the need to provide EU reports and financial documentation, other aspects are more dynamic, for example how we reach the project objectives.

RWL (Real World Learning Network) will exchange, test out and share pedagogical approaches to real world learning across the EU. Through our network of partners we will explore what makes a quality learning experience effective, developing resources and ideas that can be adapted by educators across Europe. The result will be education about the natural world that links to sustainability through empowering learning for change.

Current trends in sustainable development such as climate change, biodiversity loss, renewable energy and green jobs whilst improving are not changing fast enough to prevent huge environmental problems affecting lives across the EU. RWL addresses the twin needs of making education more attraction to all learners and ensuring it builds the skills for young people to play an active role in building a sustainable Europe. It starts from the premise that to effectively tackle global issues of sustainability learners first need to understand how the natural world works through first-hand experience, then link that learning to man's influences and how they can make a real difference through their actions now and career choices in the future. Whilst we do not discount other 'ways in' to learning for sustainability, real world learning in the natural environment has significant advantages.

The partners individual experience shows that an approach based on RWL in the natural environment provides the base for scientific learning. Through RWL not only does science come alive, there is also a direct connection with the issue being studied. For example, by monitoring the phenological changes in trees students see the direct impact of climate change in a local and meaningful way, thus reducing a global issue to something understandable by a young person. There is a huge challenge to turn engaging experience in the natural world into meaningful action. The RWL Network will address and meet this challenge.

To achieve this we have set the overall project objective as

> 'to develop innovative approaches to sustainable development that builds the capacity of schools and teachers to prepare students to take an active role in building the green economy and society.'

We will:

- Review good practice across Europe.
- Develop criteria for successful learning outside the classroom.
- Provide model lessons and case studies that promote a first-hand experience of the natural world linked to action for sustainable development.
- Explore how to ensure science appeals to a wide cross-section of learners, especially addressing the gender imbalance.
- Explore how outdoor learning promotes competencies for the green economy.
- Provide easy access to information, knowledge, expertise, guidance and resources.
- Develop a network of good practice amongst educators to continually share ideas and resources.

- Increase the profile of outdoor sciences across the partner countries and the EU.

These objectives will be delivered through the activities and outputs that are described in the work packages in the project proposal. The project will result in:

- More education organisations throughout the EU with access to a range of approaches to outdoor learning that promotes a first-hand experience of sustainable development.
- Resources with clear links between school based learning and the key skills to build a green economy.
- Shared pedagogical approaches to the teaching of sustainable development linked to developing key competencies for employment.
- Shared criteria for delivering high quality outdoor learning.
- Enhanced access to high quality and targeted information for practitioners.
- Increased sharing of good practice between teachers, schools and education organisations.
- Increased understanding of the benefits of Real World Learning to the development of the EU economy.
- More effective advocacy to national governments to improve provision and standards in Real World Learning.

The specific objectives and specific results form the core basis on which the project is delivered. Through these the project will contribute to the overall. A detailed description of the project is contained within the project proposal. The proposal forms part of the contract we have with the Education, Audiovisual and Cultural Executive Agency of the European Union.

RWL involves partners from and will be delivered six European countries: Hungary, Italy, Czech Republic, Germany and the United Kingdom.

And finally, the project is funded by the European Union. Thank you!

Partners

RWL is a partnership between:

Field Studies Council: The FSC is a leading environmental education NGO in the UK. Founding in 1943 the FSC managed 17 environmental education centres and each year provides courses for over 100000 people, most of whom are school and university students. We also deliver a significant teacher training programme for both in-service and per-service teachers, as well as professional development courses for environmental practitioners. The FSC is also involved in the development of policy and research in out of the classroom learning and is a leading publisher for identification charts.

www.field-studies-council.org

ANU (Association for Nature Protection and Environmental Education): The ANU (Association for Nature Protection and Environmental Education) is the umbrella association of non-school environmental education in Germany. Since 1990 the ANU has organised the networking of environmental education centres, educators and freelance providers, their further training, work in specialised groups and outside representation. Currently the ANU has about 900 members and the association increases steadily. The ANU experts are often called upon by other educational institutions and in many states by ministries in charge of environmental education and frequently advise governmental institutions and foundations when granting funds. As education in Germany is the responsibility of the individual states, the ANU has established 12 regional associations to operate on a state level.

www.umweltbildung.de

Sluňákov – the Centre for Environmental Activities of Olomouc City: Sluňákov Centre for Environmental Activities is a non-governmental, non-profit organisation established by the City of Olomouc when the construction of its low-energy building was finished in the winter of 2006. The main aims are:

- To provide pupils and students with an environmental education and to enable them to build their own relationship with nature (through experiencing amazement at nature's wonders);
- To organise seminars for teachers how to teach environmental education in practice;
- To publish methodologies and other teaching materials for teachers of environmental education;
- To raise general public awareness on environmental issues (via holding public discussions, movie presentations, or Ecological Days Olomouc; the festival in April and May every year, etc.);
- To take part in nature conservation.

www.slunakov.cz

Centre for School and Outdoor Education: CSOE is a non-profit organisation, founded in 1992. Now has it 272 employees. It consists of headquarter, which employs 23 people and of 23 centers - homes and 14 day care centers, where 130 teachers work. We have our own, independent accounting and administration. CSOE is a reliable public institution. 85% of our business is a public service for primary and secondary schools. These activities are funded from the of the Ministry of Education and Sports. The Centre is part of the European Institute for Outdoor Education (EOE), in collaboration with him last year CSOD organized an international conference Encountering, Experiencing and Exploring Nature.

www.csod.si

CREDA Onlus: a non-profit organization, accredited association, founded in 1987 by WWF (World Wildlife Found) Agesci (Association of Italian Guides and Scouts), Italia Nostra and Legambiente. The association carries out research projects, training, education and communication on environmental issues and sustainability of urban areas. It is addressed to institutions, organizations, public and private agencies. The association has consolidated its role over the years, becoming a reference center for environmental education services and education for sustainable development in the territory of the Lombardy Region. it is a member of the national and regional environmental education INFEA net (Information, Training, Environmental Education), promoted and coordinated by the Ministry of the Environment and the Lombardy Region, and works closely with other agencies, environmental laboratories, associations, public and private companies.

www.creda.it

Hungarian Society for Environmental Education: HSEE was established in March 1992 by 53 devoted environmental educators. It now has nearly 1 000 members. Most of the members are educators, ages are from teenagers to retired academicians. Two-third of them live in countryside.
The goals of HSEE are:

- Increase environmental awareness, knowledge and responsibility of those who regard Education for Sustainable Development (ESD) for a mission of themselves, and - through them - of whole Hungarian society.
- Collect and disseminate knowledge and methods of ESD; help environmental educators, encourage and organise their co-operation.
- Study, understand and improve personal relationships and effectiveness for creating harmony amongst people and between people and environment.
- Develop responsible thinking in planetary and century scale; improve cooperation and patience.
- Identify, train and practice skills and competences needed for the ecological sustainability of the Earth.

mkne.hu/index_english.php

Council for Learning Outside the Classroom: The Council champions learning outside the classroom (LOtC) and encourages young people to get out and about because research shows that children learn best through real life experiences. We believe that every child should be given the opportunity to experience life and lessons beyond the classroom walls as a regular part of growing up. These experiences expand the horizons of young people, opening their eyes to the wonders of art, heritage, culture, adventure and the natural world. We ensure that more young people have access to these life changing educational experiences by providing support on the ground, facilitating the sharing of best practice and promoting the benefits of LOtC in raising attainment and aspirations, reducing truancy and re-motivating those who are disengaged from their education.

www.lotc.org.uk

Project Contracts

There are two important contracts. There is a contract between the co-ordinating partner, the Field Studies Council (FSC), and the Education, Audiovisual and Cultural Executive Agency of the European Union. In signing this contract each partner has agreed to the FSC acting on behalf of the project consortium, agreed to carry out the project in full and accepts all the provisions within the contract. This contract takes precedence over all secondary contracts where required. The contract is available to all partners.

The second contract is between the FSC and each partner individually. This contract deals with the delivery requirements of the project. It covers, for example, project payments, reporting requirements, financial regulations. This Project Initiation Document forms part of the partner contract as it details many of the project responsibilities and processes. These contracts are the same for each partner.

Both these contracts are legal documents, forming a legally binding agreement between the Education, Audiovisual and Cultural Executive Agency of the European Union, the FSC and the partners. They should be read and understood thoroughly.

Project Management and Delivery

We aim to deliver high quality projects that deliver successful results, however we also want to make projects enjoyable and personally rewarding for all those involved.

Management Approach and Expectations

Managing and delivering European projects can be quite different to other projects. A number of factors can be very different. Even though some people are quite used to European projects it is worth remembering that they have unique challenges:

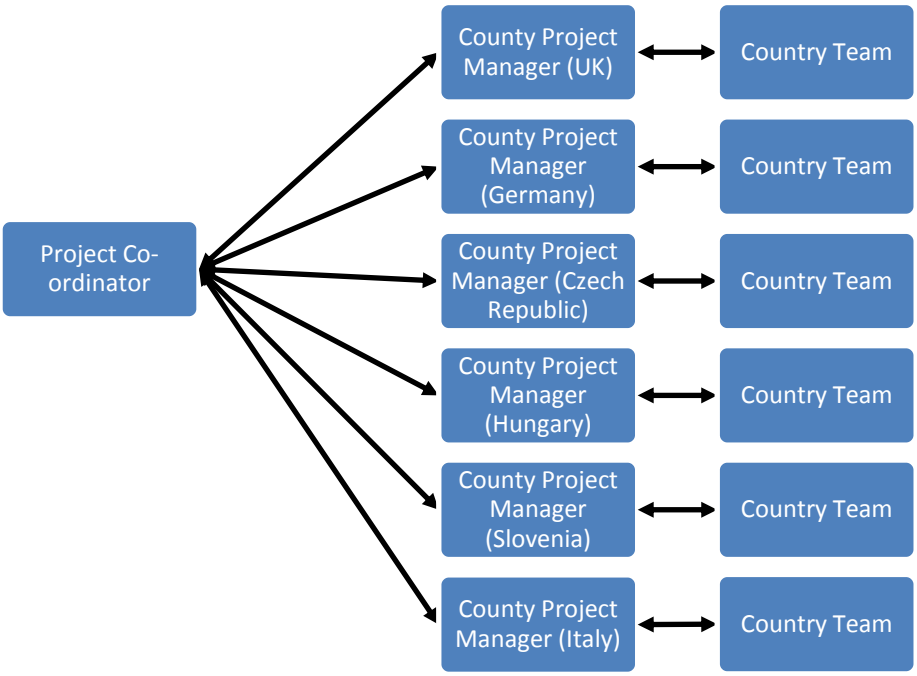
- There is a high degree of diversity within the partnership.
- The work is very dispersed geographically and educationally (think how different education and political systems are across Europe).
- The relatively loose interconnectedness of the partners across Europe.
- The time limitation of the collaboration in a two or three year project.
- A lack of frequent face-to-face meetings.

EU projects are diverse geographically as well as in the nature of the partners. The FSC works with organisations spread throughout Europe ranging from large national universities, NGOs and government organisations as well as smaller regionally based organisations. Due to the diverse nature of European projects some traditional models of project management are not appropriate or effective. Think of the waterfall approach where the Project Co-ordinator sits at the top and cascades detailed tasks down to the team all sat in the same building.

The FSC experience in over 20 years of European project management is that an approach based on trust, responsibility, real partnership and recognising the expertise of the partners is the most effective. This means, rather than the Project Co-ordinator delegating individual tasks, he/she ensures all the partners are in agreement about the project vision, its objectives and anticipated results, and then works with the partners to agree the implementation jointly. This requires partners to engage fully with the project and take on responsibility for planning and the delivery of the project in their country, delivering parts of the project on behalf of other partners and supporting other partners with their work. We find that this approach builds stronger teams, give partners the flexibility to schedule work more easily and ensure that partners can use their skills most effectively.

A final word about management style, the FSC wishes to build long term partnerships rather than deliver short term projects. Taking time to build strong relationships, project ownership and trust is very important. To achieve this effectively does require all partners to have clear expectations as the support they will receive from the Project Co-ordinator and each other, as well as what is expected of them. Below is a suggested list of expectations. These will be reviewed at the Inception Meeting and then at subsequent project meetings to ensure they remain valid.

RWL Team Structure



Roles and Expectations of Key Team Members

For a widely dispersed geographical project as RWL to succeed each of the key project members need to have clear roles and expectations. The roles and expectations below are a draft that will be confirmed at the Project Inception Meeting, and reviewed throughout the project to ensure they remain appropriate.

Project Co-ordinator

The Project Co-ordinator has overall responsibility for ensuring the project delivers the results stated in the project proposal. His/her role is to ensure that all the partners have the necessary support, guidance and resources to deliver the project successfully. The Project Co-ordinator is not responsible for providing detailed day-to-day management support for each country, rather for setting the overall structure in which specific country activities can take place. Key roles include:

- Work with partners to develop a common vision and understanding of the project.
- Work with partners to develop project implementation plan and timeline.
- Establish systems for internal monitoring and evaluation of project activities and finances.
- Establish systems for external monitoring and evaluation.
- Establish systems for financial reporting.
- Encourage regular feedback and communication between partners.
- Support changes to project strategies to attain the project results where changes are identified timely and sufficient resources exist.
- Compile official reports to the funder.
- Respond positively to requests for help and support from the partners.
- Work with individual partners to ensure the project supports organisational aims.

Country Project Managers

Country Project Managers have two core functions: to support the overall delivery of the project in co-operation with other Country Project Managers and the Project Co-ordinator, and to manage the

delivery of the project within their own country. Throughout RWL each partner will take the lead on specific project tasks that play a key role in the overall project success. Key roles include:

- Responsible for the delivery of the project in your own country, including managing your own team of staff, partner budget and staff time to ensure project tasks deliver the overall objectives of the project.
- Lead on agreed tasks and work packages on behalf of the partners.
- Regularly assess project progress and report on a 6-montly basis to the Project Co-ordinator, including actively collecting feedback from the project team and target groups, and ensuring this information is collected in a structured way (see Financial Planning and Monitoring, Evaluation & Reporting sections below).
- Report issues that put project delivery at risk to the Project Co-ordinator as soon as they arise.
- Providing accurate financial reports on a 6-montly basis (see Financial Planning and Reporting section below).
- Involve target groups and stakeholders in all stages of the project.
- Take ownership of the project results and ensure they benefit your organisation.
- Work as an effective team with the other Country Project Managers and Project Co-ordinator.
- Ensure your team is aware of all the project requirements.
- Operate with a high level of trust and responsibility in carrying out their activities.

Planning Documents

During the Inception Meeting a number of planning documents were reviewed and agreed. These included an implementation plan and project timeline. These are dynamic plans that will be continuously reviewed and updated during the lifetime of the project.

Project Timeline and Implementation Plan

A draft project time line and implementation details for each work package are included in the project proposal. These were reviewed at the Inception Meeting and a detailed implementation plan agreed.

Updated timelines are placed on Huddle* as they become available.

**Huddle is an online project management tool, it will be introduced at the Project Inception Meeting.*

Monitoring, Evaluation and Reporting

Monitoring and evaluation (M&E) forms a key part of the project. Sufficient time needs to be allocated by each partner to ensure accurate and timely monitoring and evaluation takes place. M&E is essential to support good project delivery, it informs us whether our activities are successfully meeting the project goals or if changes in approach need to be made. It should not be viewed as an extra burden simply to provide data to the funder. Good M&E also collects valuable information about the project success that can support future funding proposals.

There are a number of levels at which M&E needs to take place:

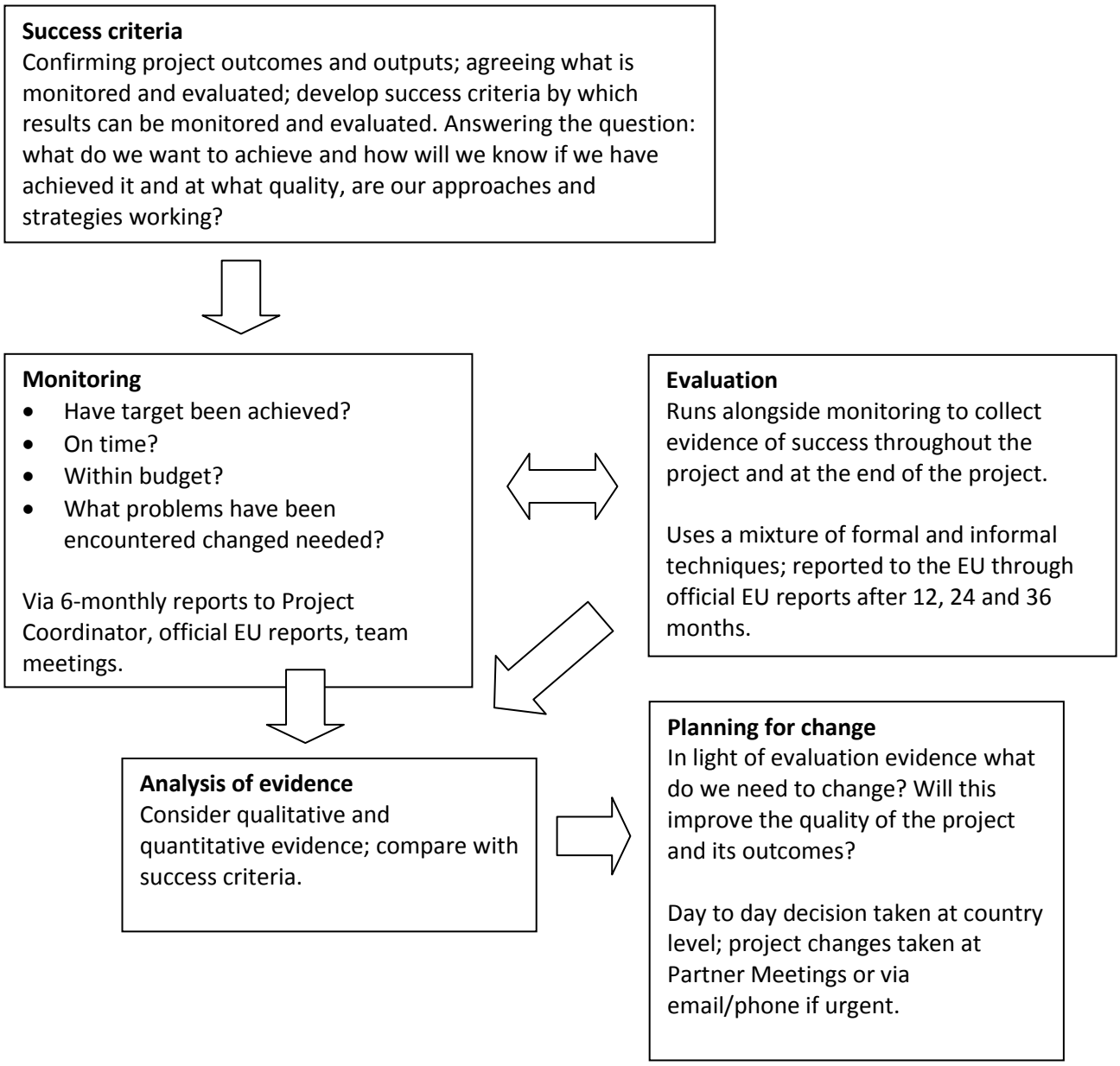
- On a weekly/monthly basis within each country team to check progress.
- On a 6-montly basis from each Country Manager to the Project Co-ordinator to report on country progress.
- At Partner Meetings to review successes and plan for changes as required.
- Annually to the EU including both narrative and financial reports.

To support the M&E process we will develop success criteria at the Inception Meeting. To do this we will need to be clear about what should be monitoring and evaluated. This includes:

- Processes of the project (project management, communication, etc).
- Ongoing project plans.
- Outputs and products.
- Changes in the target groups thinking or behaviour.
- Achievements of the target groups.
- Impact on partner's organisations and other target organisations.
- Impact on the policy environment.
- Project sustainability.

An outline of the process is shown in the diagram below.

A big reason to monitor and evaluate as the project progresses is to provide time for reflection and change. If our project is not achieving the expected results we need to be clear why. Are there changes to the project strategy that we can take or are there external conditions affecting the project we cannot change. It is important to recognise that the project proposal is just that, a proposal for how we will meet our goals. The strategies (or methods) can change based on the reality of implementation but we need to clearly evidence why the change is necessary.



Collecting Evidence

We need to collect evidence of our activities. This is best done systematically throughout the project. Collecting evidence throughout the project reduces the need for time consuming evaluation at the end of the project. Also, some items of evidence cannot be collected at the end of the project, for example sign-in sheets for teacher events.

The sorts of evidence that should be collected include:

- Images/photos of events (Working Group meetings, seminars, etc).
- Attendance sheets for all meeting – this is critical if you are claiming expenses on behalf of people attending the meeting to pay for costs such as catering.
- Travel forms if you are paying petrol costs or reimbursing train/bus tickets.

- Evaluation forms from meetings/events – great evidence of a successful event and saves having to ask the same questions later. You can use techniques other than evaluation forms to make it more fun, but keep a written record.
- Notes from meetings, agendas, etc.
- Copies of press releases, articles from the media, time and date of radio interviews, etc.

This is not a comprehensive list. The golden rule is to collect all evidence systematically from the start of the project. It is much harder to collect evidence along time after activities have taken place.

In addition to the collection of evidence throughout the project, we will develop appropriate evaluation tools to collect evidence. For example through questionnaires, focus groups, direct observation, etc.

A final note, we will need to be careful not to overburden ourselves and target groups with M&E. A careful selection of well targeted tools will need to be agreed early in the project.

Monitoring Reports

These are based on a simple format, completed every six months by the Country Project Manager and returned to the Project Co-ordinator. It is very important that internal monitoring reports not only share successes but also identify problems, failures and obstacles early in the project, as it is this kind of information that can lead to changes to solve identified issues.

A form for internal monitoring is attached in the annex.

EU Report Forms

These will be completed by the Project Co-ordinator based on the information supplied in the internal monitoring reports, reviews conducted at Partner Meetings and feedback collected from our target groups.

There will be two Interim Reports after months 12 and 24 of the project, and a final report after month 36. The reports build on each other, so activities reported in the first report are not repeated in the next report. Each report to the EU must be accompanied by documented evidence of the activities to date and not saved until the final report.

See the section below for notes on the financial evidence to be collected. If activities cannot be clearly evidenced, or information supplied as to why an activity was not delivered, the EU reserves the right to reduce the final payment for the whole project or individual partners.

The project payments from the EU are staged to coincide with the Interim and Final Reports, it is therefore very important that these are as accurate and complete as possible.

Financial Planning and Reporting

Accurate and evidenced project accounts are essential. Without accurate accounts the EU will not release project funding. Your project income comes from at least two sources: firstly, the grant from the EU; secondly, additional income that your organisation or another non-EU funder provides as match funding. It is important that you account for the total budget, match and EU grant, not only the EU grant. When reporting to the FSC you will need to provide accounts and evidence for the total budget.

The split between the EU grant and match funding is shown in the project budget. It does not matter where in the budget your match funding is spent; we only need to see the total budget and evidence for all of it.

Ensuring you manage your budget efficiently and keep accurate records is important for several reasons and it has been designed with a number of principles:

- Adequacy – EU budgets should be adequate to deliver the results but are not designed to create a profit for the partners.
- Transparency – costs are relevant to the project and can be evidenced and justified.
- Consistent – given formats are used for budget reporting, and budget headings are adhered to and reflect project activities.
- Fairness – budget is allocated fairly to all partners based on EU rules for cost headings (e.g. salary limits).

The budget provided by the EU grant is fixed and cannot be increased. It is wise to ensure that all the budget is spent otherwise it will be returned to the EU. The final budget will be independently audited and this audit report submitted to the EU with the Final Report. The EU can then choose the audit the accounts again. If they identify areas of the budget that do not have supporting evidence, exceed EU limits or are not relevant to the delivery of the project, they can reduce the final payment. You are responsible for ensuring that your budget spend is accurate and fully justified. Auditors might require you to relate your expenditure to evidence of funds coming into/out of your bank account; ensure you retain bank statements to evidence this. The FSC will do its best to advise you but cannot accept responsibility for budget mis-management.

There is no project contingency fund. Although you can raise extra funding, you are responsible for delivering all your project activities and managing your staff time within the budget available.

The Indirect Costs part of the budget is calculated as a percentage of the total budget. They cannot exceed 7% of the total budget, so if you under spend there is a risk that the Indirect Costs can be reduced if they exceed 7%.

<u>Budget Reporting Forms</u>

In the annex you will find the budget reporting forms – these are available on Huddle as an excel file. These are similar to those supplied by the EU, just simplified to make your reporting easier. The forms have a different section for each budget area. It is very important that you do not move budget from one heading to another. There are specific EU rules about this. Changes must be approved by the Project Co-ordinator and may require a formal request to the EU.

As well as filling out the budget reporting forms, you will need to submit evidence that the money has been spent and staff has actually worked on the project. Below are some key points to remember:

- Collect all evidence including boarding passes, receipts, tickets, bills, etc and proof that these costs were paid. Without a boarding pass for flights and tickets for trains the EU will not pay, a receipt for flights and train travel from a travel agent are not sufficient.
- If you are reimbursing travel by car, ensure you use a form signed by the vehicle owner to say they have received money for the use of their vehicle stating the miles/kilometres driven, the cost per mile/kilometre, purpose of the journey and date.
- Keep original receipts for seven years, send only copies the FSC (or scans).

Completing the financial forms on a regular basis is vital. You will need to submit your accounts every six months to the Project Co-ordinator. When your financial report coincides with an EU Interim or Final Report you will also need to submit copies of all documentation. Keep all originals yourself, these need to be kept for at least seven years beyond the end of the project in case the EU chooses to audit the project accounts.

Some tips to ensure your finance forms are accurate and easy to read:

- Clearly state the currency you are using, if you do not use Euros please do not convert your costs into Euros. This will be done by the FSC at an approved EU rate.
- Date your report.
- Reports should be cumulative, do not start a new report for each reporting period, just carrying on from where the last one finished.
- All receipts must be clearly numbers using a unique number. This number must match the receipt number in the financial report. This enables the FSC accountant to easily find receipts. Do not group several receipts under a single number. For example if you have several receipts from a trip to visit a school you must give each receipt a unique number.
- Remember to put the name of your organisation at the top of your report. We get many reports that look similar.
- Provide a brief description of receipts that are not in English. It is easiest to attach receipts to a blank piece of A4 paper, write a unique number by the receipt and a short translation of the purpose of the receipt e.g. train ticket from Vienna to Salzburg.
- Where you have a receipt containing several items but only some are part of the project, circle figures that relate to the project.

<u>Schedule of Payments</u>

Project payments will be made:

- Within 30 days of the signature of the contract 40% of the maximum EACEA contribution for the partner.
- Within 30 days of the approval by the Agency of the First Interim Report a further 20% of the maximum EACEA contribution for the partner.
- Within 30 days of the approval by the Agency of the Second Interim Report a further 20% of the maximum EACEA contribution for the partner.
- Final payment within 60 days of the Agency approving the Final Report.

At each stage a full financial report with documentation must be submitted to the FSC before reports are submitted to the EU.

Communication

We will be working across six countries each with a different language and culture. We also come from different backgrounds with regard to education and the environment. To be effective we will need to decide how best to communicate with each other. Part of effective communication is about having a common vision for the project and shared goals and responsibilities; this is covered elsewhere in the document.

At the inception meeting we will set up shared ground rules for how we will communicate with each other. These ground rules might include ground rules for:

- Team meetings: agreeing the agenda in advance, appreciating each others contributions, ensuring active participation, use of laptops/mobile phones, working language.
- Virtual communication: acknowledging emails, response times, sharing documents, copying colleague into emails or not.
- Decision making: involving partners in decision making, what can be decided individually by each partner, co-ordinator decisions.
- Quality of partner contributions: respect for deadlines, self-management of tasks and in-country teams.

Due to the dispersed nature of the project there will be a large reliance on electronic communication through email, Skype and online management tools. These will be explored at the inception meeting and agreement reached on the best way to communicate,

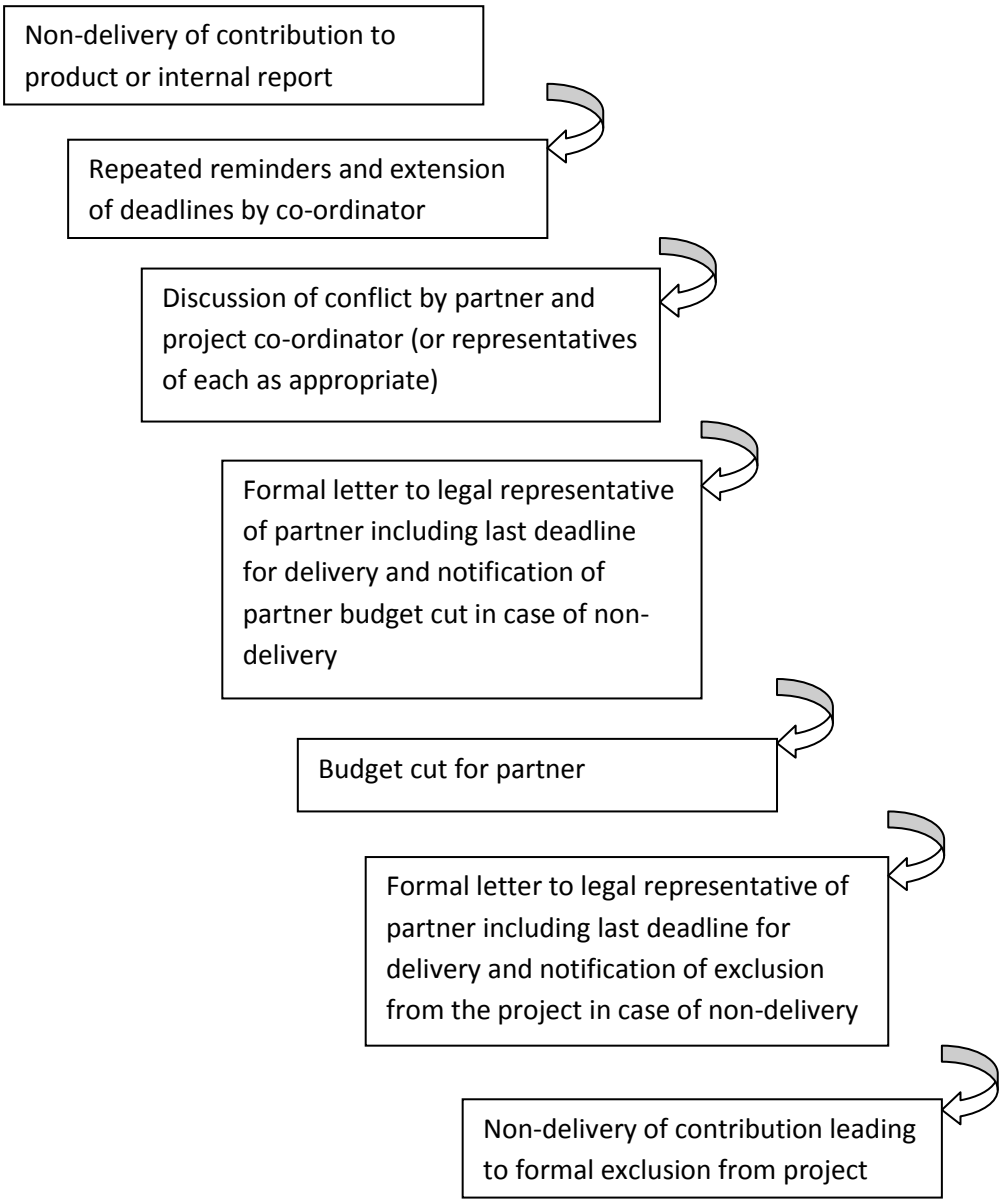
<u>Project Decision Making</u>

Most decisions about the project will be taken at the partner meetings. Decisions that affect the whole project will be made on a consensus basis or if a consensus basis cannot be reached the based on one vote per partner with the Project Co-ordinator having the deciding vote if required. It is noted that the delivery of key elements of the project will differ depending on the situation in each of the partners countries, and that partners need to be aware of how they will implement each element of their project effectively in their country.

Under the EU contract each of the partners has legal responsibilities with regard to reporting and financial accounting. These are not decisions we can alter.

<u>Conflict Resolution</u>

The FSC delivers project based on a shared trust and responsibly, with partners that have a common vision to deliver quality environmental education. Whereas all projects experience some tensions especially around meeting deadlines, conflict is rare. Should conflict arise the FSC approach is always to solve issues before they escalate through negotiation with the partner. Should this not be successful there is a clear process laid out below. We encourage partners to report issues and potential delays as early as possible so that contingency plans can be put in place.


Non-delivery of contribution to product or internal report
Repeated reminders and extension of deadlines by co-ordinator
Discussion of conflict by partner and project co-ordinator (or representatives of each as appropriate)
Formal letter to legal representative of partner including last deadline for delivery and notification of partner budget cut in case of non-delivery
Budget cut for partner
Formal letter to legal representative of partner including last deadline for delivery and notification of exclusion from the project in case of non-delivery
Non-delivery of contribution leading to formal exclusion from project

Dissemination, Exploitation and Sustainability

The EU is placing increasing importance on dissemination, exploitation and sustainability. It is important that this is an ongoing process throughout the project and not left until the end. Although the EU provides funding for the length of the project, it is expected that the impact lasts well beyond the project lifetime and reaches far beyond the project partners.

The EU defines dissemination, exploitation and sustainability as:

> Dissemination – communicating information throughout the project. This could be detailing the start of the project, promoting a teaching training event, or disseminating the lessons learnt through the project.
>
> Exploitation – the results of the project should not only stay with the partners. Exploitation focuses on encouraging other organisations to make use of the project results, integrate them into curricula, etc.
>
> Sustainability – ensuring the results of the project are continued within the partner organisations and do not cease once EU funding is finished.

At the start of the project we will develop dissemination, exploitation and sustainability plans. These will be monitored and reviewed throughout the project, updated as required. It is important that you keep all documentation, such as:

- Press releases including distribution list.
- Copies of articles, interviews etc in the media.
- Screen shots from websites – just noting the URL is not sufficient as website contents change regularly.
- Minutes of meetings with new partners and letters of invitation to use the project results.
- Copies of promotional leaflets, posters, etc.
- Records of events attended including copies of the agenda.

FSC Goals and Wider Benefits of International Projects

This section is specifically written for project staff from the Field Studies Council.

Engaging in international projects should be seen in the context of organisational benefits. We hope working in an international project will be personally fulfilling, providing a range of new experiences and opportunities to 'test' your competencies in new environments. However, by taking part in an international project you are accepting a responsibility to share the benefits widely within the organisation. This might be intensively within your own centre but also with all centres.

You might like to consider:

- At what level can the project influence the FSC – strategic, operational, delivery of courses?
- Thinking how your new learning can enhance current programmes. What changes can you recommend and share with others?
- What centre messages could be revised; are there better ways to communicate information to visitors, can centre displays be improved, etc?
- Is there an opportunity to deliver staff training? Talk with the Curriculum Development Manager about what is being offered, what you can contribute to or run yourself.
- Can you use the intranet to share good practice? Talk to James Drever about setting up a project blog on the intranet (or even start your own WordPress).
- Can you deliver a session at Staff Course?
- Are any of the project results and resources relevant to a specific Key Stage? Can you contribute to one of the subject committees?

However you choose to share your learning with others, please remember that international projects are developed to benefit the whole of the FSC.

Annexes

Annex 1 – Deliverables

Below is a summary of the project deliverables, please see the project proposal for full details. Note that items highlighted in yellow need a decision to be taken at the first partners meeting.

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D1	***PM1 - Inception Meeting***	***Partner 1***	*All partners to attend*	*16-20 January 2012*
	The meeting will (a) build the team that will be delivering the project, (b) develop all the required project management systems (such as reporting process, quality assurance, dissemination and exploitation plans) (c) plan the next stage of the project, including the research and (d) establish the external evaluation process and Quality Assurance Plan. *Language: EN*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D2	***Inception Report***	***Partner 1***	*All partners to comment*	
	Working document for the project containing key documents updated throughout the project. *Language: EN*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D3	***Status Report on Outdoor Learning***	***Partner 3***	*All partners through in-country research*	
	The status reports examining current provision of outdoor science and sustainable development in each partner country. *Language: EN*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline

D4	***PM2 – Establishing Working Groups***	***Partner 1***	*All partners*	
	Review of status reports on outdoor learning and agreed Terms of References for working groups. *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D5	***TOR for Working Groups***	***Partner 1,2,3,4***	*All partners*	
	Detailed TOR and working procedures for each working group agreed. *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D6	***WG1 – Developing quality criteria for success and assessment for learning***	***Partner 1,7***	*All partners contribute to group reports, case studies and discussions*	
	Carry out TOR and produce outputs as agreed. *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D7	***Quality Criteria and Assessment***	***Partner 1,7***	*All partners; writing, translation and contextualisation of materials*	
	Published criteria and guidance. *Language: EN,DE, CZ, SL, IT, HU*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D8	***WG2 – Outdoor Science and Sustainability***	***Partner 2***	*All partners contribute to group reports, case studies and discussions*	
	Carry out TOR and produce outputs as agreed. *Language: EN*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D9	***Guidance for Schools on Outdoor Science and Sustainability***	***Partner 2***	*All partners; writing, translation and contextualisation of materials*	
	Published guidance. *Language: EN,RO,NL,LV,ES,BG*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D10	***WG3 – Pedagogical approaches to outdoor learning***	***Partner 3***	*All partners contribute to group reports, case studies and discussions*	
	Carry out TOR and produce outputs as agreed. Language: EN			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D11	***WG4 – Real world learning and developing career competencies***	***Partner 4***	*All partners contribute to group reports, case studies and discussions*	
	Carry out TOR and produce outputs as agreed. Language: EN			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D12	***Competencies for a Green Economy and Responsible Citizenship***	***Partner 4***	*All partners; writing, translation and contextualisation of materials*	
	Published competencies and guidance *Language: EN,DE, CZ, SL, IT, HU*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D13	***Interim and Final Report for WG1,2,3,4***	***Partner***	*All partners to*	

	Published interim and final WG reports *Language: EN,DE, CZ, SL, IT, HU*	***1,2,3,4***	*contribute to wiring of reports and translation*	

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D14	***PM3 – Reviewing progress***	***Partner 1***	*All partners*	
	Project progress assessed and plans for next stages of project agreed. *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D15	***Monitoring and Evaluation Plan***	***Partner 1***	*All partners*	
	Agreed monitoring and evaluation plan. *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D16	***Internal Monitoring and Evaluation Reports***	***Partner 1***	*All partners to provide reports*	
	Provide 6-monthly narrative and financial reports *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D17	***Quality Criteria***	***Partner 1***	*All partners*	
	Agreed quality criteria for project monitoring and evaluation *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**

D18	***PM5 – Project Evaluation***	***Partner 1***	*All partners*	
	Project evaluation completed and continuation of network agreed. *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D19	***Dissemination Plan***	***Partner 4***	*All partners responsible for implementation*	
	Completed dissemination plan for each country detailing how project will be disseminated to target audiences. *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D20	***Project website***	***Partner 1/5***	*All partners*	
	Website completed and actively used by partners and network members *Language: EN,DE, CZ, SL, IT, HU*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D21	***RWL European Seminars***	***Partner 1,3,4***	*All partners to promote and recruit participants*	
	Seminars delivered in Slovenia, Czech Republic and UK. *Language: EN*			

No.	**Description of deliverable**	**WP/activity leader**	**Contributors**	**Deadline**
D22	***RWL Dissemination events***	***All partners***	*All partners*	

	Deliver successful national dissemination event. *Language: EN,DE, CZ, SL, IT, HU*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D23	***Conference Presentations***	***All partners***	*All partners*	
	Promote RWL Network through national and regional conferences. *Language: EN,DE, CZ, SL, IT, HU*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D24	***Networks and Media***	***All partners***	*All partners*	
	Use media channels to promote four 'news stories' per year. *Language: EN,DE, CZ, SL, IT, HU*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D25	***Project Brochure***	***All partners***	*All partners*	
	Produce brochure promoting results of project. *Language: EN,DE, CZ, SL, IT, HU*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D26	***Organisation Websites and Links***	***All partners***	*All partners*	
	Promote RWL Network through own website and networks. *Language: EN,DE, CZ, SL, IT, HU*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D27	***Exploitation Plan***	***Partner 2***	*All partners to support and implement*	
	Agreed Exploitation Plan to increase membership and benefits of RWL Network. *Language: EN*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D28	***RWL Network Europe***	***All partners***	*All partners*	
	Agreement on continuation of RWL Network beyond project. *Language: EN,DE, CZ, SL, IT, HU*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D29	***Transversal and Comenius Training Events***	***All partners***	*All partners*	
	Apply for and deliver Transversal/Comenius Study Visits. *Language: EN,DE, CZ, SL, IT, HU*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D30	***PM4 - Sustainability***	***Partner 1***	*All partners to attend*	
	Agreement on project sustainability and future activities. *Language: EN*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D31	***Engaging Decision Makers***	***All partners***	*All partners*	

	Establishing links with and influencing decision makers. *Language: EN,DE, CZ, SL, IT, HU*			

No.	Description of deliverable	WP/activity leader	Contributors	Deadline
D32	***Best Practice Case Studies***	***All partners***	*All partners*	
	Best practice case studies from working groups made available through website. *Language: EN,DE, CZ, SL, IT, HU*			

Annex 2 – Gantt Chart

Please refer to attached excel document on Huddle.

Annex 3 – Timesheet proforma

You will need to keep a monthly record of the hours you work in Real World Learning Network, this is an EU requirement. Please complete a monthly timesheet similar to the one below, ensuring that you have a new timesheet for each month. The form below can be supplied as an excel file.

Timesheet for Project Staff and External Experts

Beneficiary Name: **Real World Learning Network**

Project Number: 510199-LLP-1-2010-1-UK-COMENIUS-CMP

Name of Staff:

Position according to the budget:

Month: Year:

Date	**Hours worked**	**Place**	**Activities**
1			
2			
3			
4			
5			
6			
7			
8			
9			
10			
11			
12			
13			
14			
15			
16			
17			
18			
19			
20			
21			
22			
23			
24			

25			
26			
27			
28			
29			
30			
31			

TOTAL (hours) 0

TOTAL (days) 0

Date & Signature of Staff Member

Date & Signature of Director

Annex 4 – financial reporting form

Please refer to excel document on Huddle.

Annex 5 – narrative reporting form

Internal Narrative Monitoring Form

Name of Organisation:

Report Completed By:

Date:

The monitoring form is based on the activities we are undertaking in the RWL project, and mirrors the Final Report required from the EU...so you do not have to do extra work later! As the project progresses, you will need to add to this report six-monthly and return it to Richard at the FSC. You do not need to re-write this for every six months, just add to it.

As you fill in the form, please refer back to the project proposal for detailed information on each of the project activities.

Reporting Dates:

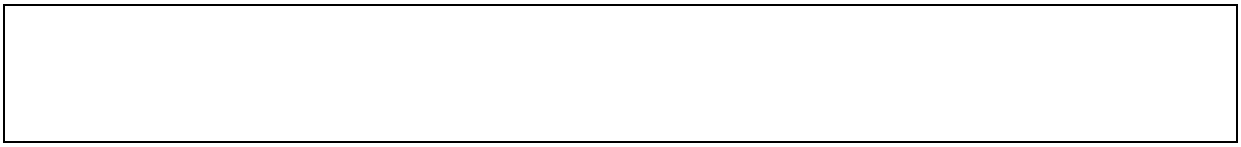
Please return this form to Richard quarterly by:

- To be confirmed at Inception Meeting

Work Package 1 – Project Management	Estimate % completed... %
Milestones for this activity: • All contracts signed. • Detailed delivery plan agreed. • Project staff confirmed. • Management team and structures in place.	
Please report on your activities...(what have you done)	
What problems have you experienced? What have you changed to address them?	
What are the results of this activity? How have you evaluated the quality of the results? (quantify where possible e.g. number teachers trained)	

Work Package 2 – Foundation Research and Planning	Estimate % completed... %
Milestones for this activity: • Publication of country research reports. • Review of research reports and lessons learnt. • Agreed TOR for working groups.	
Please report on your activities...(what have you done)	
What problems have you experienced? What have you changed to address them?	
What are the results of this activity? How have you evaluated the quality of the results? (quantify where possible e.g. number teachers trained)	

Work Package 3 – RWL Working Groups	Estimate % completed... %
Milestones for this activity: • Working group members appointed. • Working group reports – interim and final. • Working group publications.	
Please report on your activities...(what have you done)	
What problems have you experienced? What have you changed to address them?	
What are the results of this activity? How have you evaluated the quality of the results? (quantify where possible e.g. number teachers trained)	



Work Package 4 – Quality Assurance	Estimate % completed... %

Milestones for this activity:

- Agreed Monitoring and Evaluation Plan.
- Quality criteria agreed.
- Internal narrative and financial monitoring reports.
- EU reports – interim and final.

Please report on your activities...(what have you done)

What problems have you experienced? What have you changed to address them?

What are the results of this activity? How have you evaluated the quality of the results? (quantify where possible e.g. number teachers trained)

Work Package 5 – Dissemination	Estimate % completed... %

Milestones for this activity:

- Agreed dissemination plan and regularly updated.
- Project website launched and regularly updated.
- RWL European Seminars delivered.
- Dissemination activities completed – brochure, conferences, etc.

Please report on your activities...(what have you done)

What problems have you experienced? What have you changed to address them?

What are the results of this activity? How have you evaluated the quality of the results? (quantify where possible e.g. number teachers trained)

Work Package 6 – Exploitation of Results	Estimate % completed... %
Milestones for this activity: • Exploitation plan produced, updated regularly. • RWL Network formally agreed. • Exploitation activities – training, engaging decision-makers, etc. • Best practice case studies on website, regularly updated.	
Please report on your activities...(what have you done)	
What problems have you experienced? What have you changed to address them?	
What are the results of this activity? How have you evaluated the quality of the results? (quantify where possible e.g. number teachers trained)	

