



Lifelong Learning Programme

Lifelong Learning Programme Application Form

2011 Call for proposals

DETAILED DESCRIPTION OF THE PROJECT

(To be attached to the eForm)

PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number – **P1** [P1 – Pn]

Organisation name	Field Studies Council
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

The FSC is a leading environmental education NGO in the UK. Founded in 1943 we manage 18 environmental education centres and each year we provide courses for over 120,000 people – most of which are school and university students. We also deliver a significant teacher training programme for both in-service and pre service teachers working in partnership with university based teacher training institutions. We also run courses for environmental professionals and the general public. Most of the courses are led by FSC full time field teachers. The FSC is also involved in developing policy and research on out of classroom education in the UK and is a leading publisher of identification charts for different levels of users. The expertise we bring to the project includes experience of running training programmes for teachers on sustainable development, working with adults and young people on sustainable development related activities, development of ICT tools and websites for learning.

The FSC plays a leading role in the UK to bring about more outdoor learning within science and geography. It brings this about through working closely with the Association for Science Education, the Geography Association and subject exam boards. It was also a founder member of the Real World Learning Campaign that successfully lobbied for the introduction of guaranteed outdoor learning in all schools in England.

FSC will lead in the overall management of the project and reporting to the EU, and ensuring the quality criteria for the project is met. The FSC has a number of general tasks. The FSC will appoint a Project Manager for the whole project, a UK Project Coordinator, and also a Development Team member.

The FSC will appoint the Project Coordinator and Project Assistant. They will also manage the project finances, appointing an accountant with EU project finance experience. The FSC will appoint four members of staff to the Working Groups and recruit other staff to input to the Working Groups as required.

Specifically the FSC will:

- Provide overall project management and reporting to the EU.
- Undertake in-country research on RWL for WP2 and present the results to Sluňákov for producing a shared European status report.
- Lead one of the Working Groups and provide suitable staff for all the Working Groups. Take an active role in developing and writing the outputs for each Working Group (WP3).

- Lead on the development of quality criteria and ensure that the project is delivered effectively (WP4).
- Support the partners in the dissemination activities of the project through creating links with other websites, write articles for magazines and other media, promoting the project results in conferences. Manage and host one RWL European Seminar in the UK (WP5).
- Support the development of a plan to exploit the results of the project by other organizations and schools and work with the partners to implement the exploitation (WP6).

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Richard Dawson	Richard has worked for the FSC managing and delivering international projects on science, sustainable development and outdoor learning since 2004. He has managed projects to develop learning resources and training for schools across Europe, including EU funded projects. He has over 12 years international experience in development leading projects and has been responsible for the writing and publications of training resources and manuals for environmental education.
Sam Rudd	Samantha Rudd is the FSC's Curriculum Development Manager. She is a qualified Science teacher and has over 20 years experience teaching outdoors, with young people and trainee teachers. She holds a Masters in Science Communication and Society, is an Accredited Practitioner of the Institute of Outdoor Learning and Exam Board Advisor. Within FSC, she has responsibility for the organization and co-ordination of the training of FSC teaching staff, leading the cross-organisational curriculum and resource development and ensuring that the learning experiences are delivered to the highest possible standards. Sam is very supportive of experiential learning and believes that first-hand environmental experience is the underpinning process to personal development and society change.
Nick Laphorn	Nick Laphorn is Head of Centre at FSC Nettlecombe Court. He has experience of teaching a wide range of ages from 4 years old up to adults in the outdoor classroom. He has been examiner and moderator for 12 years on both fieldwork skills papers and coursework. He is Chair of the Learning Outside the Classroom Special Interest Group of the Geographical Association and was previously on the Outdoor Science Working Group of the Association for Science Education. He is particularly interested in the ways that individuals use and experience their environments and ways of making the traditional innovative. Nick strongly believes and has witnessed the benefits that learning in the outdoors can have on individuals of all ages and abilities and is keen to see that the skills needed to deliver it, are not diminished or lost.

PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number – **P2** [P2 – DE]

Organisation name	Arbeitsgemeinschaft Natur- und Umweltbildung Bundesverband e. V.
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

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.

The ANU is one of the key actors of ESD (education for sustainable development) in Germany and is working continuously on implementing innovations in education theory, themes and teaching methods. The ANU President, Annette Dieckmann, is a member of the National Committee of the German UNESCO Commission for the UN Decade of Education for Sustainable Development (2005-2014). Many projects concerning biodiversity, water, renewable energies as well as the development of training courses, teaching methods, consulting and fundraising have been performed by ANU. These projects for example are funded by the Ministry of Environment, Nature Conservation and Nuclear Safety or the Deutsche Bundesstiftung Umwelt. Together with governmental bodies and other associations in environmental education the ANU has started to build up state-wide quality development and certification systems.

ANU works on disseminating environmental education via the portal www.umweltbildung.de where institute addresses and programme offers, events, work placements and speakers can be found. Numerous model projects and background as well as teaching material are listed on the website. An email-Newsletter and the monthly information service "ökopädNEWS" provide the latest environmental education news for more than 3000 readers.

In 2008 the ANU has funded a non-profit organisation called "Leuchtpol – Experiencing energy and environment in a new way" for promoting environmental education at pre-school-level. Leuchtpol offers further education courses for educators nationwide.

The ANU is affiliated to the German League for Nature and Environment (DNR), which is the umbrella organization of German conservation and environmental protection organizations. It currently has 98

member organizations which together represent over five million individual members.

ANU will appoint a Country Coordinator and recruit members for the Working Groups. They will also liaise with local experts and engage them in the Working Group discussions. They will use their network of members to actively promote and disseminate the project results. They will report 6-monthly to the Project Coordinator.

Specifically the ANU will:

- Manage the project in Germany, working closely with its network of members and appointing project staff as appropriate.
- Undertake in-country research on RWL for WP2 and present the results to Sluňákov for producing a shared European status report.
- Lead one of the Working Groups and provide suitable staff for all the Working Groups. Take an active role in developing and writing the outputs for each Working Group (WP3).
- Monitor the implementation of the project in Germany, ensuring that the results are being effectively achieved (WP4).
- Support the partners in the dissemination activities of the project through creating links with other websites, write articles for magazines and other media, promoting the project results in conferences (WP5).
- Lead the development of a plan to exploit the results of the project by other organizations and schools and work with the partners to implement the exploitation (WP6).

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Thorsten Ludwig	Thorsten Ludwig is a board member of ANU and representative on the BANU Steering Group for Certified Nature and Landscape Guides. In 1993 he initiated the educational work of interpretation in Germany. His trainer certificate he acquired in 1999 at the National Association for Interpretation (USA). In the EU project TOPAS Thorsten Ludwig was involved in the development of training standards for interpretation in protected areas, including the Approved Nature and Landscape training course. He has travelled extensively to share his knowledge of nature interpretation, including in the development of education resources and interpretation in the Saxon National Park Switzerland. His most recent publication is 'ESD as a Chance for the Worldwide Improvement of Interpretation' (2009).
Claudia Leibrock	Claudia Leibrock is tutor for agricultural policy and rural sociology on an academy of the protestant church in Germany. She was researching the possibilities to work with school classes and youth groups on farms, and is currently doing this with 10 to 14 year olds. Claudia insists that agriculture gives an excellent chance to support children and young people in their personal development, respecting the needs of our natural and cultural surroundings. Claudia is offering lectures for inspiring and empowering farmers to open their farms for school classes.

PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number – **P3** [P3 - CZ]

Organisation name	Sluňákov – the Centre for Environmental Activities of Olomouc City
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

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. However, the history of Sluňákov goes back to 1992 (when the first activities of this organisation began).

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.

The organisation has 20 employees recently. The centre runs residential as well as one-day long educational programmes. Find more on the web page: www.slunakov.cz

Selected Sluňákov's employees will actively cooperate on the project implementation and management of the part for the Czech Republic. It includes active participation on partner meetings, own research and trialling, delivering workshops and other ways of dissemination in the Czech Republic. Sluňákov will use its already existing contacts – such as with the Association of Centres for Environmental Education Pavučina, Czech Republic. Irena Opršalová from Sluňákov is a representative of Pavučina's Executive Committee. The association constitutes 38 environmental centres in the Czech Republic. Furthermore, Sluňákov will use its network of secondary schools from the Olomoucký region. Other environmental centres (members of the association Pavučina) have their networks of secondary schools in other Czech regions and are supposed to cooperate on the dissemination.

Sluňákov will have a number of general tasks. They will manage the project in the Czech Republic and appoint one person to be the Country Coordinator. The Country Coordinator will be responsible for

reporting to the Project Coordinator on a 6-monthly basis. They will also recruit the other team members as appropriate. They will also liaise with local experts and engage them in the Working Group discussions. They will use their network of members to actively promote and disseminate the project results

Specifically the Sluňákov will:

- Manage the project in the Czech Republic, working closely with its network of members and appointing project staff as appropriate.
- Undertake in-country research on RWL for WP2; compile the results from all the partners and produce a shared European status report.
- Lead one of the Working Groups and provide suitable staff for all the Working Groups. Take an active role in developing and writing the outputs for each Working Group (WP3).
- Monitor the implementation of the project in the Czech Republic, ensuring that the results are being effectively achieved (WP4).
- Support the partners in the dissemination activities of the project through creating links with other websites, write articles for magazines and other media, promoting the project results in conferences. Manage and host one RWL European Seminar in the Czech Republic (WP5).
- Lead the development of a plan to exploit the results of the project by other organizations and schools and work with the partners to implement the exploitation (WP6).

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Irena Opršalová	<p>Irena has been Sluňákov Project Manage and Deputy Director for 5 years. Prior to this she worked for:</p> <ul style="list-style-type: none"> • Palacky University, Olomouc – project manager of an ESF partner project (2,5 years) • Agency for Humanitarian Aid and Development Assistance – project manager (2 years) • Recently (2010/2011) – representative of Executive Committee of Association of Centres for Environmental Education Pavučina, Czech Republic, constituting 38 environmental centres in 2010 <p>At Sluňákov Irena is responsible for the preparation of project applications and budgets. The management/coordination of projects (including four large partner projects with budgets ranging from €160,000 to €760,000, using EU financial sources), project monitoring and preparation of reports.</p> <p>She also plays a role in the management of Sluňákov staff: assistance in lifelong learning process of employees and their career plans; motivational interviews; adjusting the organizational structure after new employee's recruitment and the work units within the organization and projects; setting up specific work processes.</p>
Markéta Krátká	<p>Marketa is a head tutor leading Sluňákov's work with youth environmental education for the last four years. She has also supported the:</p>

	<ul style="list-style-type: none"> • Management of protected areas (2 years) • Mapping of sites at nature protection areas NATURA 2000 and invasive plants (1 year) <p>Her day to day work includes delivering day-long and residential environmental programmes implementation (target group – primary and secondary schools), creation of some of these programmes and their manuals for other lecturers how to teach these programmes + informational background.</p> <p>She holds degrees in Environmental Sciences (Master), Economics of NGOs (Bachelor), Pedagogy (certificate)</p>
Jiří Popelka	<p>Jiří is a lecturer, head of tourist information office for protected landscape area Litovelské Pomoraví run by Sluňákov. He is also responsible for delivering day-long and residential environmental programmes implementation (target group – primary and secondary schools), creation of some of these programmes and their manuals for other lecturers how to teach these programmes + informational background.</p> <p>University degree: Environmental Sciences (Master)</p> <p>Co-author of methodological sets published by Sluňákov: Beaver Kit (2008). and Seven Colours of Rainbow (2008).</p>

PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number – **P4** [P4 – SI]

Organisation name	Center Solskik in Obsolskih Dejavnosti (In English: Centre for School and Outdoor Education)
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

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.

CSOE will participated in the project as a partner with many experience of outdoor learning. Our teachers have carry out in the nature school programs per year for about 90,000 students and 4,000 teachers from primary and secondary schools. We have the resources and staff to ensure achievement of the main objectives of the project. In the active cooperation with the other five partners we will complete all the tasks planned for the partners in the project, in order to establish a modern, efficient RWL website, which will operate in all six languages. This means that we will together with other partners: review good practice across Slovenia, present our develop criteria for successful learning outside the classroom, provide model lessons and case studies that promote a first-hand experience of the natural world, explore how to ensure science appeals to a wide cross-section of learners, especially addressing the gender imbalance and how outdoor learning promotes competencies for the green economy, produce an online 'one stop shop' for advice and information about career choices in the natural sciences, 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.

CSOE will have a number of general tasks. They will manage the project in Slovenia and appoint one person to be the Country Coordinator. The Country Coordinator will be responsible for reporting to the Project Coordinator on a 6-monthly basis. They will also recruit the other team members as appropriate. They will also liaise with local experts and engage them in the Working Group discussions. They will use their network of members to actively promote and disseminate the project results

Specifically the CSOE will:

- Manage the project in Slovenia, working closely with its network of members and appointing project staff as appropriate.
- Undertake in-country research on RWL for WP2 and present the results to Sluňákov for producing a shared European status report.
- Lead one of the Working Groups and provide suitable staff for all the Working Groups. Take an active role in developing and writing the outputs for each Working Group (WP3).
- Monitor the implementation of the project in Slovenia, ensuring that the results are being effectively achieved (WP4).
- Lead the development of the dissemination plan and support the partners in the dissemination activities of the project through creating links with other websites, write articles for magazines and other media, promoting the project results in conferences. Manage and host one RWL European Seminar in Slovenia (WP5).
- Support the development of a plan to exploit the results of the project by other organizations and schools and work with the partners to implement the exploitation (WP6).

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Mrs. Ida Kavcic	Ida Kavcic has been Assistant Director of CSOE since 1993. She leads CSOE's programmes with primary and secondary schools, including monitoring the development of new innovations and leading a team of educators. She is also responsible for the implementation of CSOE programmes in their residential and day centres. She frequently acts as a consultant for CSOE including developing environmental programmes for kindergartens, producing resources for Eco-Schools, developing evaluation methodology for environmental education and lecturing Head Teachers in outdoor education and sustainable development.
Mrs. Ziva Pecavar	Ziva Pecavar an Outdoor Education Teacher at the CSOE Centre Cebelica where she develops and leads courses for primary and secondary students. Prior to working with CSOE she gained significant experience of outdoor education in the USA, working with several outdoor centres. She holds a masters degree in outdoor education.
Mrs. Irena Brajkovic	Irena Brajkovic is Head of Centre at the CSOE Centre Lipa and the CSOE Assistant Director for Field Education and Science Teaching. Her key tasks in addition to managing Centre Lipa include developing programmes and resources for outdoor education and sustainable development. Prior to joining CSOE Irena was a teacher for 13 years, including 4 years as a science teacher in secondary school.

PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number – **P5** [P1 – Pn]

Organisation name	CREDA
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

CREDA Onlus is 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 promotes the sustainable development of the territory, in particular:

- Resident involvement in the choices of design of a public area;
- education and training for sustainability;
- indicators of environmental and social quality (mobility and transportation, green, services, energy, waste management);
- information, communication and community involvement on important issues of environmental and social sustainability;
- publishing and communications through non-profit publisher.

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.

CREDA onlus manages the activities of two environmental education centers in the Lombardy Region. The first center is located in the park of Monza, a historic park of 750 acres on the outskirts of Milan. The second center is located in Pisogne, on Lake Iseo, and organizes residential courses in environmental education for primary and secondary schools, groups and other nonprofit organizations.

The action of the association is divided into three main areas: Projects and services for sustainable development, Education and Teaching, Cultural services and Green weeks.

CREDA onlus delivers courses each year to 13000 students and 600 teachers and organizes green weeks for more than 550 children and teens.

CREDA will have a number of general tasks. They will manage the project in Italy and appoint one person to be the Country Coordinator. The Country Coordinator will be responsible for reporting to the Project Coordinator on a 6-monthly basis. They will also recruit the other team members as appropriate. They will also liaise with local experts and engage them in the Working Group discussions. They will use their network of members to actively promote and disseminate the project results

Specifically the CREDA will:

- Manage the project in Italy, working closely with its network of members and appointing project staff as appropriate.
- Undertake in-country research on RWL for WP2 and present the results to Sluňákov for producing a shared European status report.
- Support the Working Groups and provide suitable staff for all the Working Groups. Take an active role in developing and writing the outputs for each Working Group (WP3).
- Monitor the implementation of the project in Italy, ensuring that the results are being effectively achieved (WP4).
- Lead the development of the RWL Network website. Support the development of the dissemination plan and support the partners in the dissemination activities of the project through creating links with other websites, write articles for magazines and other media, promoting the project results in conferences (WP5).
- Support the development of a plan to exploit the results of the project by other organizations and schools and work with the partners to implement the exploitation (WP6).

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.
Daniela Conti	<p>Biologist, responsible for research area projects of the organization and especially in planning, fundraising and budgeting. She coordinates and organizes projects that deals with communication, environmental education and information and training. She designed and wrote content for exhibits, interactive panels, publications on various topics relating to sustainable development and especially on energy, sustainable mobility and walking bus, the exploration of urban environments and territory.</p> <p>Recent publications:</p> <p>D. Conti e V. Ratti, <i>Varedo in tasca</i>, CREDA onlus editore, 2011 (<i>Varedo in your pocket! Children and young people to discover the city</i>)</p> <p>D. Conti e V. Ratti, <i>La scelta sui rifiuti-Conoscere un problema ambientale per condividere scelte sostenibili</i>, CREDA onlus editore, 2010 (<i>The choice of waste-Know an environmental problem to share sustainable choices</i>)</p> <p>D. Conti e V. Ratti, <i>Corsico in tasca</i>, CREDA onlus editore, 2010 (<i>Corsico in your pocket! Children and young people to discover the city</i>)</p> <p>D. Conti, V. Ratti, <i>La scelta sui rifiuti – Gioco di ruolo sulla localizzazione di impianti per la gestione della frazione organica dei rifiuti solidi urbani</i>, CREDA onlus editore, 2010 (<i>The choice of waste - Role playing on the location of facilities for the management of the organic fraction of municipal solid waste</i>)</p> <p>D. Conti, F. Maggi, V. Ratti, <i>Cara Cinisello Balsamo – 10 anni di Città sostenibile</i>, CREDA onlus Editore, Monza, 2009 (<i>Cara Cinisello Balsamo - 10 Years of Sustainable City</i>)</p> <p>D. Conti, V. Ratti, <i>Obiettivo Corsico – idee e progetti per la città dei bambini di Corsico</i>, CREDA onlus editore, 2009 (<i>Objective Corsico - ideas and projects for Corsico, city of children</i>)</p> <p>D. Conti, F. Maggi, V. Ratti, <i>Facciamoci in 4 per il pedibus</i>, CREDA onlus Editore, Monza, 2008 (<i>Let in 4 for the walking bus!</i>)</p>
Luca Baglivo	<p>Biologist, director of the centre, he is expert in participatory processes and European Assessment Scenario Workshop methodology, follows Agenda 21 and participated planning in many municipalities. He has organized the meeting "A school of Environment and Sustainability", Monza Theatre of Villa Real, April 17, 2010, and he is involved at the present in designing and the development of educational and information boards and brochures for students and families.</p>
Annalisa Renzi	<p>Renzi has a degree in environmental science and she is the coordinator of environmental education activities of the association. She is an expert in environmental indicators and educational planning. She has collaborated for three years with the Italian Agency for Environmental Protection and has developed projects for students to approach the study of soil water and air quality, through the bio-indicators.</p>

	She edited "Proposals for environmental education for schools" for the 2010-2011 and 2010-2009 editions
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PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number – **P6** [P6 - HU]

Organisation name	HUNGARIAN SOCIETY FOR ENVIRONMENTAL EDUCATION
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

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.

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 HSEE has 3 full time employees, an assistant, a financial administrator and a web designer-administrator. These are managed through a executive committee system: the President, the 7-member Presidency, the 15-member Board, and the 3-member Supervisory Committee. Our Group of Experts consist of representatives on the ESD in and out of Hungary. They actively help the work in the Society.

The HSEE has many links to Environmental Education centers in Hungary and out of the border too. The HSEE works like an umbrella organization in this field; many of our members are also members or employees in other NGO-s, National Parks or so called Forest schools, which has practical EE programs.

HSEE collects and disseminates knowledge and methods of ESD to provide support for environmental

educators. We also encourage and organize their co-operation and networking as part of this process. In the last 3 years, we have participated in several international projects, such as Comenius SUPPORT, the CO2nnect, the BEAGLE and the Carbon Detectives. We have cooperated with the Ministry of Education on the Quality Criteria for Eco-schools in Hungary, and updated the HSEE's own publication, the National Strategy for EE.

HSEE will have a number of general tasks. They will manage the project in Hungary and appoint one person to be the Country Coordinator. The Country Coordinator will be responsible for reporting to the Project Coordinator on a 6-monthly basis. They will also recruit the other team members as appropriate. They will also liaise with local experts and engage them in the Working Group discussions. They will use their network of members to actively promote and disseminate the project results

Specifically the HSEE will:

- Manage the project in Hungary, working closely with its network of members and appointing project staff as appropriate.
- Undertake in-country research on RWL for WP2 and present the results to Sluňákov for producing a shared European status report.
- Support the Working Groups and provide suitable staff for all the Working Groups. Take an active role in developing and writing the outputs for each Working Group (WP3).
- Monitor the implementation of the project in Hungary, ensuring that the results are being effectively achieved (WP4).
- Support the development of the dissemination plan and support the partners in the dissemination activities of the project through creating links with other websites, write articles for magazines and other media, promoting the project results in conferences (WP5).
- Support the development of a plan to exploit the results of the project by other organizations and schools and work with the partners to implement the exploitation (WP6).

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Ms Ágnes Halácsy	Will be the Project Coordinator for HSEE. She was previously a biologist and biology teacher working in primary and secondary schools. She qualified also as environmental management specialist. Currently she is responsible for project coordinating of the European-wide Carbon Detectives project in HSEE, and was the Country Coordinator of the Beagle project in Hungary by December, 2010. She has experiences in designing and running teacher trainings on Environmental and Global Education (in HSEE and also the Hungarian National Committee for UNICEF) and organizing programs for children and adults on the field of ESD.
Mr András Victor	Was the president of HSEE by September, 2010, and former professor of ELTE University, Budapest. Main responsibilities were lectures on Methodology of Chemistry, General Chemistry, Complex Science, In situ environmental examinations (Pocket-Lab). He has a PhD degree on Environmental Education. He has a great experience in leadership (university chair, university faculty, NGO presidency, amateur music ensemble), project management (2 year PHARE

	project, Criteria of Eco-schools and School-Greening in Hungary), writing textbooks and teachers manuals (18 publication), curriculum planning, teaching modules development, dissemination of knowledge (over 220 publication on science and popular science). As a member of Board of HSEE, he's going to have a supervisory role acting as an adviser to the Country Coordinator. He will also have dissemination and exploitation role in the project In Hungary.
Mr Attila Varga	As a senior researcher, his main activities are planning and carrying out researches and development projects in the field of environmental education and education for sustainable development and also co-ordination of the Hungarian Eco-school network in the National Institute for Public Education. He has a PhD degree on educational research. He qualified basically as biology teacher and also psychologist-teacher of psychology. He has experience in leadership and project management (involvement in and leading projects on national and international level), and also working with NGO-s. He has ability and willingness for co-operation gained through involvement in European educational projects.

PART C. Organisations and activities

This part must be completed separately by each organisation participating in the project (applicant and partners).

Partner number – **P7** [P1 – Pn]

Organisation name	Council for Learning Outside the Classroom
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C.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations, size of the organisation, etc.) relating to the domain covered by the project.

Please describe also the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 4000 characters).

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.

The Council for Learning Outside the Classroom (CLOtC) is the awarding body for the LOtC Quality Badge, a national accreditation scheme which recognises providers offering good quality LOtC provision and managing risk effectively. The Council also offers free online guidance to help teachers and youth leaders plan, run and implement effective LOtC experiences.

The CLOtC plays a leading advocacy role in the UK on behalf of outdoor learning providers. They have direct links at ministerial level within the government and in particular the Education Select Committee. They also advise the Teach Development Agency, Qualification and Curriculum Development Agency and several subject associations.

CLOtC will have a limited role in the project due to their specialist skills in outdoor learning quality criteria, an area they have lead in the UK. They will work with the FSC to deliver the project and will have a particular focus on the Working Groups relating to quality criteria and assessment for learning.

Specifically the CLOtC will:

- Undertake in-country research on RWL for WP2 and present the results to Sluňákov for producing a shared European status report.
- Provide suitable staff for selected Working Groups. Take an active role in developing and writing the outputs for selected Working Groups (WP3).
- Monitor the implementation of the project in the UK, ensuring that the results are being effectively achieved (WP4).
- Support the development of the dissemination plan and support the partners in the dissemination activities of the project through creating links with other websites, write articles for magazines and other media, promoting the project results in conferences (WP5).
- Support the development of a plan to exploit the results of the project by other organizations and schools and work with the partners to implement the exploitation (WP6).

C.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project.</i>
Beth Gardner	Beth Gardner is the Chief Executive of the Council for Learning Outside the Classroom. She has lead the work in the UK to create quality criteria for outdoor learning resulting in a nationwide Quality Badge Scheme. An ecologist by training she progressed into the voluntary sector, gaining experience within the

provider field, working in partnerships alongside a variety of partners spanning arts and creativity to farming and countryside. She spent several years as Director of Conservation and Marketing with Warwickshire Wildlife Trust – an organisation with a very strong education department committed to providing a wide range of high quality LOtC experiences for young people. Following a brief sojourn to live and work in Poland, Beth returned to the UK to take up a senior management role in a national health and social care charity, where she assumed responsibility for business development, which included strategy formulation, organisational development and fundraising.

In her current role Beth works closely with partners from ten sectors, spanning arts and creativity through heritage to the natural environment and farming and countryside. Beth is particularly focused on helping teachers and others working with young people to overcome barriers cited to LOtC. These barriers have largely been found to be very similar across all of the sectors, thereby encouraging the sectors to work together on a common agenda for the first time.

PART D. Project characteristics

D.1 Why does the consortium wish to undertake this project?

Rationale of and background to the project

Please outline the motivation behind your project, clearly identifying the specific needs or problems/challenges which it intends to solve. Explain why these needs/problems were selected over others, and how the project proposal fits within the development strategies of the partners involved. Please include references to any declared regional, national, EU or international political priority in this area.

Also, please describe briefly how your project proposal was prepared (e.g., capitalising on previous experiences, based on achieved outcomes in former projects, following previous cooperation amongst the consortium members, etc.) (limit 6000 characters).

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 Europe. There is a clear need to share new approaches to addressing sustainable development. The Real World Learning (RWL) Network addresses this need through bringing together education practitioners throughout Europe to share and develop new ways to provide learning for sustainability. Our key approach is Real World Learning; this refers to learning that uses the outdoor classroom to connect issues of sustainable development to human activities and promote responsible citizenship.

There are several educational issues limiting responses to sustainable development. Firstly, education is not providing an adequate response to fully understanding the causes of unsustainability or providing attractive solutions. Secondly, learning is not sufficiently connected to the real world and is often abstract. Behind these two key issues lie a number of causes.

- Teacher training has moved away from field based learning to more classroom based techniques, as such new teachers have less confidence in taking students outside of the classroom to engage in real world learning.
- With the decline in science connected to the real world, the issues it addresses such as climate change and biodiversity loss can be seen as just another subject and not learning integral to lifestyle and major life decisions.
- A classroom based approach to teaching focuses too much on knowledge. It is clear that learning which simply provides more and more information about sustainability is not changing minds and actions fast enough, and may even be having the opposite effect.
- In many countries there are no quality criteria by which to judge good RWL. Without frameworks and guidance it is hard for teachers to judge whether they are succeeding or to develop their own skills and abilities. There are, however, pockets of good practice such as the Learning Outside the Classroom Quality Badge in the UK and Grasloewe Quality Standards in Germany.
- Professional support for teachers to engage in RWL is limited.
- There is no effective Europe-wide forum to share and exchange best practice for Real World Learning.

Education needs to provide an effective response for Europe to meet its sustainable development targets. It needs to support young people in developing the skills to actively build the green economy and

society. Evidence from the RWL Network partners shows that outdoor learning through first-hand experience is increasing, however, there is a huge potential for it to contribute more meaningful messages for sustainability. There are clear benefits, for example schools in the England taking part in the OPAL Project are reporting an increased uptake in post-16 Biology courses. Other benefits are:

- ‘Substantial evidence exists to indicate that fieldwork, properly conceived, adequately planned, well taught and effectively followed up, offers learners opportunities to develop their knowledge and skills in ways that add value to their everyday experiences in the classroom (Rickinson et al 2004, A Review of Research on Outdoor Learning);
- Learning outside the classroom contributes significantly to raising standards and improving pupils personal, social and emotional development (Ofsted 2008, Learning outside the classroom – how far should you go?);
- First-hand learning develops key competences for work by mirroring real science in the field rather than classroom based experiments;
- Connects learners directly with the issues through enquiry learning, enabling them to find out for themselves what the issues, problems and solutions are;
- Links affective and cognitive learning domains, providing learning that engages a wider range of learning types than traditional approaches.

We have considered other approaches to science and sustainability such as elearning and classroom based approaches, however we believe that neither engages the learner directly in the subject matter. Sustainability issues are often large scale and can seem too distant for learners to grasp, theoretical approaches simply magnify this. RWL makes problems real and direct, reducing them to a scale whereby the learner can ‘see’ the issue and react in a meaningful way.

RWL supports the delivery of key international, European and national strategies. The UN Decade for Education for Sustainable Development has been a key driver globally to increase the quantity and quality of learning and has developed some quality criteria. The 2009 review of the EU Sustainable Development Strategy identifies links with the Lisbon Strategy to ensure long term growth through learning. There is a call for a rapid shift towards a more sustainable economy with learning a key tool in achieving this. This learning is supported by the European Key Competences for Lifelong Learning including competences in science, learning to learn, civics and a sense of initiative. RWL will address all these. At a national level there is a mixed picture. In England the Sustainable School programme has increased the demand for learning for sustainability, one response has been the development quality criteria for outdoor learning.

The proposal has been prepared jointly by all the partners. Initial conversations took place during the EU Comenius BEAGLE project which involved six EU countries. Ideas were further developed in meetings held in the UK with the German and Czech partners, and completed through email and Skype communication. The proposal builds on a number of current and previous EU projects, as well as national projects in each partner country. The EU projects are BEAGLE, SUPPORT, Mind the Gap and Lessons from Nature.

If your proposal is based on the results of one or more previous projects / networks, please provide precise references to this / these project(s) / network(s) in the table below.

Please add tables as necessary.

Reference number	142340-LLP-1-2008-1-UK-COMENIUS-CMP		
Project / network dates <i>(year started and completed)</i>	01/12/2008 to 31/12/2010	Programme or initiative	Lifelong Learning Programme
Title of the project / network	Biodiversity Education and Action to Grow a Living Environment (BEAGLE)		

Coordinating organisation	University of Warsaw		
Website	http:// www.beagleproject.org		
Password / login if necessary for website			
<i>Please summarise the project / network outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).</i>			
<p>The overall goal of the BEAGLE biodiversity project was to improve the quality of learning outside the classroom and enhance students motivation to learn, so that the capacity of people to live sustainable lifestyles and bring about a more sustainable environment is strengthened. The project engaged 429 schools across Europe in outdoor activities to monitor trees and link human activities to climate change. The BEAGLE project highlighted a huge appetite for schools to take part in outdoor learning and a demand for more and better provision in this area. The RWL Network seeks to support providers across Europe to meet this demand through sharing best practice to improve provision of outdoor learning linked to sustainable development.</p> <p>There are no ownership or copyright issues.</p>			

Reference number	134631-LLP-1-2007-1-NO-COMENIUS-CNW		
Project / network dates <i>(year started and completed)</i>	01/10/2007 to 31/10/2010	Programme or initiative	Lifelong Learning Programme
Title of the project / network	Partnership and Participation for a Sustainable Tomorrow (SUPPORT)		
Coordinating organisation	Norwegian Directorate of Education and Training		
Website	http://support-edu.org/		
Password / login if necessary for website			
<i>Please summarise the project / network outcomes and describe (a) how the new proposal seeks to build on them and, (b) how ownership / copyright issues are to be dealt with (limit 1000 characters).</i>			
<p>The overall objective of SUPPORT was to promote and enhance the quality of education for sustainable development (ESD). The SUPPORT project built a network of 31 organisations from across Europe to investigate different approaches to education for sustainable development. The network pursued one approach successfully through the creation of an online travel carbon calculator for schools. However, the network also explored other approaches and identified learning outside the classroom as having the potential to play a significant role in promoting better science education and education for sustainable development.</p> <p>There are no known ownership or copyright issues.</p>			

Rationale for the setting-up of the consortium

Please explain why the selected partners are best suited to participate in this European project. Describe complementary skills, expertise and competences within the consortium directly relating to the planned project activities (limit 3000 characters).

<p>Each partner has been selected based on their expertise in outdoor learning and links to a wide range of partners Europe-wide. Each partner is a leader in their own country with significant experience in delivering and managing outdoor learning projects. Each partner fulfills the criteria to successfully deliver the project:</p> <ul style="list-style-type: none"> • leading practitioner in education for sustainable development and outdoor learning • are networks in themselves and linked to strong networks • have direct contact with schools to test out ideas and disseminate
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- deliver learning and can implement results of the project.

The **Field Studies Council** runs 18 field centres in the UK delivering learning to 120000 people every year including 2,500 schools. It runs programmes for primary and secondary schools and pre- and in-service teacher training. The FSC has a national role in promoting outdoor learning; it is a key member of the Association of Science Educators Outdoor Science Working Group and founder member of the Real World Learning Campaign.

The **Association for Nature Protection and Environmental Education (ANU)** is the umbrella association of environment centres in Germany. ANU organises the networking of environment centres, educators and freelance providers, their further training, work in specialised groups and outside representation. Currently the ANU has 1000 members of which 350 are environmental education centres.

Centre for Environmental Research, Documentation and Education (CREDA) delivers courses each year to 13000 students and 600 teachers and organizes green weeks for more than 550 children and teens. CREDA belongs to the Lombardia network of 15 and national INFEA network.

Slunakov Centre for Environmental Activities (Slunakov) delivers courses each year to 4500 students and 700 teachers. They are a founder member of the Association of Centres for Environmental Education with a total of 38 registered centres reaching a combined total of over 100000 students per year. SCEA will work closely with the Association throughout the project.

Hungarian Society for Environmental Education (HSEE) has many links to environmental education centres in Hungary and neighbouring countries. The HSEE works as an umbrella organisation supporting the needs of educators and centres run by NGOs and national parks.

The **Centre for School and Outdoor Education (CSOE)** run a network of 23 field centres in Slovenia delivering learning to over 90000 students and 10000 teachers each year. It runs programmes for primary and secondary schools as well as pre and in-service teacher training.

The **Council for Learning Outside the Classroom Council (CLOtC)** is a registered charity existing to promote and champion Learning Outside the Classroom so all children and young people can benefit from increased opportunities for high quality and varied educational experiences.

Finally all the partners have experience in delivering successful European projects, and each of the partners are known to each other.

Investigation of the field (state of the art) and innovative character

Please explain how the field of operation has been explored and indicate what the project is offering that is new and what are the main innovating elements (limit 3000 characters).

There is abundant evidence of the positive impact of Real World Learning in the natural environment on a range of attitudinal and behavioural dimensions. Just a few examples include:

- Nundy (2001) identifies a positive impact on long term memory due to the memorable nature of outdoor learning, and reinforcement between the affective and cognitive outcomes that results in students being able to access higher levels of learning.
- A UK government report (2008) states that RWL ‘contributed significantly to raising standards and improving pupils personal, social and emotional development.’
- Coskie et al (2007) showed that students ‘came to understand and care for the natural world in their immediate environment.’
- Farmer, Benton & Knapp (2007) recorded that ‘many students remembered what they had seen and heard and had developed a perceived pro-environmental attitude.’

Despite the evidence, innovation is not reaching the classroom. Whereas several countries do have good networks of environmental education centres, programme often fail to take account of how effective change towards a sustainable society takes place.

The RWL Network will be innovative in several ways:

- Outdoor RWL is innovative in many countries. Although environmental education centres provide limited opportunities for some young people most schools do not. A UK study in 2010 highlights that 97% of teachers believe they should use outdoor spaces more in learning but 82% think this is not been done effectively.
- RWL links outdoor learning with a scientific understanding of how nature works, then uses this knowledge to link the effects of human activities and sustainable development.
- RWL Network partners will explore what constitutes best practice and establish quality criteria. There is only a limited discussion on what makes for good RWL. In Hungary, for example, Eco Schools promotes an accreditation system which focuses largely on the institution not on learning. In the UK quality indicators for outdoor learning have been established, but these are unique. Other indicators do exist however they are often linked to a specific scheme, Eco-Schools being a good example.
- RWL Network partners will link learning provision to the world of work, establishing the core competences that learning needs to deliver for young people to actively engage in a green economy and society.
- RWL Network will provide practical case studies demonstrating how RWL can be effectively delivered.
- RWL Network will provide practical evidence to advocate for more outdoor learning.

This will be the first time that partners from across Europe will come together to share and discuss best practice, and build on each other’s experience and share the results. It provides a unique opportunity to develop a long term RWL Europe Network that can continue to meet the needs of providers across Europe.

D.2 Aims and objectives

Please define the concrete aims and objectives of the project / network and describe the ways in which the situation set out under the previous section (D.1) will be changed. (limit 3000 characters).

The overall objective will be 'to explore and share successful approaches to Real World Learning through the outdoor classroom that leads to action for sustainable development.'

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 below and will meet the key needs identified above. Detailed target groups are given in section E.1 below. 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.

D.3 Methodology

Please define the methodology proposed for achieving the objectives (including major milestones, measurable indicators, etc) (limit 3000 characters).

The proposed duration of the project is 36 months. It is envisaged that the project will be divided into three phases: 1) set up and development, 2) implementation 3) evaluation, wrap-up and sustainability. Five meetings will be held in total between partners to facilitate the effective delivery of the project's aims and objectives. A further 8 meetings between the Working Groups and three RWL European Seminars will take place to deliver the project results.

Stage 1 - Set up and development

The project partners will meet to clarify the aims of the project and set up the baseline research in each country. This will feed into the second partners meeting at which the main task will be to establish the Terms of Reference for the Working Groups. The Terms of Reference for each working group will be guided by baseline research and experience of the partners.

During the set up phase we will also establish the monitoring criteria for the project and develop dissemination and exploitation plans.

Measureable indicators: project teams recruited; TOR for Working Groups agreed; quality indicators and evaluation plan agreed; dissemination and exploitation plans produced.

Stage 2 - Implementation

Four Working Groups will explore key themes in outdoor learning and sustainable development. They will meet a total of two times each as well as at the RWL European Seminars, where they will share their results. Each Working Group will work to produce the results detailed in the work packages below which will guide the development of effective outdoor learning and sustainable development.

The results of the Working Groups will be shared publically at the RWL European Seminar, national dissemination events and through the project website. The results will comprise best practice guidelines and recommendations supported by practical case studies.

Measureable indicators: Working Group reports completed; publications produced and hosted on website.

Stage 3 – Evaluation, wrap-up and sustainability

Evaluation, dissemination, exploitation and sustainability plans will be developed during the set-up phase. These will aim to spread the results of the project as widely as possible. Key methods will include the RWL European Seminars and national dissemination events. The website will form the 'hub' of the project. It will be the core vehicle for sharing information between the partners and educators throughout Europe.

All public publications and resources will be in all the partner languages.

Measureable indicators: website online; RWL European Seminars held; national dissemination events delivered.

D.4 European added value

Please describe the benefits of and need for European cooperation (limit 3000 characters).

Sustainable development requires European responses. Individual actions, whilst beneficial, will not alone be sufficient to address global sustainability issues such as climate change and biodiversity loss. If we are to create a sense of collective responsibility, then learning will have to play a key role. Learning can add value to this by providing collective messages that all learners can engage with. Without such a sense of collective response then small scale individual actions can become increasingly inadequate and result in apathy rather than positive hope.

Education providers need to work together and share positive European-wide approaches to the learning and action required for real sustainable development. The result can be a shared collective response, and the feeling that people are not alone in tackling sustainability issues. Sharing best practice in how to achieve this is essential.

There are strong networks in some EU countries – UK, Germany, Czech Republic, Slovenia. In other countries there is a lack of networks to share best practice and develop better educational responses for sustainable development. By developing a European RWL Network, countries with weak or non-existent networks can benefit from the collective European experience to support and nurture their own learning provision.

Across Europe there are a range of approaches to outdoor learning. In the UK, for example, approaches based on scientific monitoring and data collection are particularly strong. In Slovenia and Hungary approaches to learning based on empathy with the nature and using the affective domain predominate. By working across Europe the RWL Network will be able to effectively share and explore how to merge the strengths from a range of approaches.

The RWL Network consortium is built on the principles of shared understanding. The partners all have national reach and several with extensive European connections. Each will be able to bring a national and European dimension to the project.

D.5 Budget and cost effectiveness

Please describe the strategy adopted to ensure that the proposed results and objectives will be achieved in the most economical way. Explain the principals of budget allocation amongst partners. Indicate the arrangements adopted for financial management ((limit 3000 characters).

RWL Network is very cost effective. Through EU funding we will work with education providers with a reach of over 300000 students and 15000 teachers per year. Each of the consortium members are part of national and European networks that can further spread the results of the project both during and after the funding has been completed. The project is designed so that the results will be integrated into the activities of each of the partners and become truly sustainable.

RWL Network has been designed so that all the materials are produced collaboratively. This will allow, for example:

- Research in partner countries to be shared in order to benefit from best practice.
- The production of resources and best practice from one partner to be easily shared, so cutting down on duplication.
- New learning to emerge from a shared experience.

The project resources will be available free of charge on the project website, and we will encourage others to place their resources in their own websites. The electronic distribution of project resources and results will further extend the impact and value for money the project provides.

We have kept physical meetings to a minimum to reduce costs and environmental impact. The Working Groups will each meet twice during the project, however, they will also attend the RWL European Seminars to share their results and further their result. We believe this is a more cost effective and inclusive approach than having additional closed Working Group meetings.

We have planned the RWL European Seminars to be hosted by partners who already operate residential centres. These offer a good standard of accommodation but are far cheaper than hotels. In this way we will reduce the cost of non-partner participants and increase opportunities for people to attend.

The budget has been allocated between the partners based on a shared responsibility for project delivery. Each partner will lead on different aspects of the project and have resources allocated for this. For example, four partners will each lead one of the Working Groups, CREDA will lead on the development of the website, three partners will each host a RWL European Seminar and five partners will each host a partners meeting. The work packages will be lead by different partners based on their skills in these areas. As the lead partner, the FSC has been allocated slightly more budget to cover the staff costs of overall coordination, monitoring and evaluation, organising partner meetings and reporting to the EU. All the partner where consulted during the development of the budget and agreed that the funding requested is sufficient to achieve the results intended.

PART E. Impact, dissemination and exploitation, sustainability

E.1 Expected impact of the project

Who will use these project outputs / products / results and how will the consortium reach them?

Please describe how the target groups (including participating institutions, stakeholders) will be reached and involved during the life of the project (limit 3000 characters).

Short Term Target Groups

- a) **Outdoor learning providers:** it will be important that our results are linked and support improvements in provision by outdoor learning providers; there are over 2000 environmental education centres across the EU. We will work at an early stage to include these groups and initial contact suggests this will not be an issue. We will grow the RWL Network membership by 10 partners per year from year 2.
- b) **Teachers and Students using centres:** each of the partners runs and supports environmental education centres offering outdoor science reaching over 300,000 people each year. The project will work with the providers and users to improve the quality of outdoor learning for these users.
- c) **School Teachers:** teachers will benefit from access to improved resources and inspiration for teaching outside the classroom.
- d) **Local education departments:** an important 'political' target group. Where appropriate we will ensure that our resources have approval from the Ministry of Education and that staff are engaged early in the project to ensure 'buy in.'
- e) **National decision-makers:** Education and Environment Ministries that set the policy environment within which Real World Learning takes place.

How will this group/s be reached and involved during the lifetime of the project?

- a) **Outdoor learning providers:** each of the partners are key members of national networks. We expect to invite outdoor learning providers to join the various working groups we will establish and attend the conferences. The project website will provide access to high quality, targeted information for providers such as the quality criteria.
- b) **Teachers and Students using centres:** the partners will share the results with their own organisations, for example the FSC has over 120 academic staff and ANU 5000 members. These are the front line staff providing learning to schools at environmental education centres. The result will be more effective learning for teachers and students attending courses at these centres.
- c) **School Teachers:** each of the partners already works with a network of teachers who will benefit from improved services delivered by the centres and programmes run by each of the partners. They will also benefit by working with key teacher associations such as the Association of Science Education. The project website will provide access to high quality, targeted information for providers

such as case studies and sample lessons plans.

- d) **Local education departments:** we will invite national and local education authorities to send representatives to join both the working groups and attend the conferences. We will make a particular effort to arrange meetings with key government departments in each partner country.
- e) **National decision-makers:** Education and Environment Ministries will be invited to attend the European Conferences. Each of the partners actively lobbies within their own countries and will use the result of the RWL Network to strengthen their lobbying.

Please describe how the target groups (including participating institutions, stakeholders) will be reached after the project is finished (limit 3000 characters).

After the completion of the project we will continue to reach the same target groups but in greater numbers. There are four key strategies for achieving this.

Firstly, we will establish a RWL Network for Europe. This will be open to all outdoor learning providers in Europe and provide a forum for the exchange of best practice and a springboard for new projects. The network will have at least one annual European-wide conference and provide regular updates of partner activities through the website. The formal agreement to establish the network will be a result of the project.

Secondly, the website will continue for at least five years beyond the end of the EU funding. The website will continue to provide up to date information about outdoor learning and sustainable development, including case studies of best practice and guidelines to promote high quality learning. The partners will continue to promote the website to their target audiences of school teachers and students.

Thirdly, the partners will continue to implement the guidelines and recommendations developed throughout the project. This will have a lasting impact on the way outdoor learning is delivered and the quality of education young people receive.

Fourthly, by engaging education decision-makers in the project we hope to start the process of encouraging a greater national commitment in the partner countries to outdoor learning and sustainable development. We acknowledge that this will be very hard to measure, but examples from partner countries does demonstrate that change is possible and realistic.

E.2 Dissemination and exploitation strategy

How will the dissemination be organised and how will exploitation activities ensure optimal use of the results? (limit 3000 characters).

The RWL Network will be promoted through a range of distribution channels. A dissemination and exploitation strategy will be prepared by the end of month four and this will include all the potential opportunities for disseminating information about the RWL Network. The website will be set up during the first twelve months and translated into six languages. It will be updated on a regular basis and enable partners to interact with each other and to exchange knowledge and experiences gained while participating in the RWL Network. The partners will maintain the website and update their own language areas in collaboration. The website will contain a range of materials including downloadable resources, links to relevant websites, reports and outputs from the working groups, and news items.

Three major European seminars will be held. The first of these will collect best practice from around Europe and share issues of concern for outdoor learning and sustainable development. The second will focus on how outdoor learning is delivered and its role in connecting young people to their environment. The final seminar will explore how to build competences for action and promoting responsible citizenship. Each conference will also share the findings of the project working groups. In addition to the European seminars, each partner will host a major dissemination event in their own country.

Information leaflets promoting the RWL Network will be prepared and translated to share the results of the network and encourage new members to join. Educational papers, abstracts, posters and oral presentations will be submitted at national and international meetings and conferences. Both the school community and the public media will be kept informed on a regular basis about development with the RWL Network project via press releases.

Community building on the international level will be supported by international conferences. Each of the partners is either a network or closely linked with national and European networks. The RWL Network website will also be promoted to networks of outdoor learning institutions including field study centres, wetland centres, science centres, environmental education networks (e.g. Foundation for Environmental Education Europe, Sustainability and Environmental Education network UK, Environmental Education Association of Southern Africa (EEASA).

A key exploitation activity will be the establishment of the RWL Europe Network open to all outdoor learning providers throughout Europe. The form of the network will be agreed during the project and the partners aim to recruit ten new members each year during the project from year 2.

Finally, the partners will engage with education decision makers to lobby and inform them of the benefits of outdoor learning and sustainable development. The results from the working groups will include guidelines and recommendations to improve learning, the partners will lobby education decision makers to adopt these.

E.3 Sustainability

How will the impact of this project be sustained beyond its lifetime? How will the results be mainstreamed and multiplied in the sector of activity? (Limit 3000 characters)

Our sustainability strategy will include:

1. **Ensuring that the RWL website continues in all languages.** Manage the website for 5 years after the end of the project. All materials will be freely downloadable. A content management system

will enable partners to add materials and ensure a dynamic growing site is created.

2. **Real World Learning Network Europe.** We plan to establish a formal RWL Network across Europe that will include all the project partners. Once established we will invite new organisations to join from outside the project partners. The network will be supported by the project website and will meet at least once per year.
3. **Project design.** We shall design the RWL Network project so that the partners and target groups see participation as being useful in terms of increasing knowledge and understanding of the outdoor science, supporting awareness of environmental issues, the acquisition of key skills linked to future careers and enhance motivation for learning.
4. **Ensuring that the RWL Network resources continue to be used.** The resources will be short, simple and curriculum based. Partners will continue to integrate RWL Network resources into their own work as part of their regular activities. We have built meetings with education departments into the project at an early stage. This is to ensure that within each partner country the developed resources, recommendations and guidelines meet formal curriculum needs as well as promote new and better ways of teaching and learning.
5. Each partner **will continue to work with the target groups** from the project phase and invite others to join the programme through other networks and specific presentations and dissemination events. We will encourage Comenius school partnerships to create small networks that can work with the partners to ensure the ongoing development of the project.

During the inception phase of the project we will develop Dissemination and Exploitation Plans. These will be regularly monitored throughout the project to ensure that the project is reaching as wide an audience as possible and is taken up by new organisations throughout Europe.

Throughout the project we expect the research we undertake to identify new projects that will improve the quality and effectiveness of learning for sustainable development. As a network we will look to bring such ideas forward and develop new practical projects to implement them.

Each of the partners will continue to work within their own networks and other national networks to sustain the results. For example, in the UK the FSC is a founder a member of the Association of Science Education and Geography Association outdoor working groups.

PART F. Action or programme specific information

This section should allow you to provide specific information related to the Action under which you are submitting your application. Please refer to the "Instructions for Applicants" (limit 3000 characters).

The main theme of the network is outdoor learning and sustainable development. The RWL Network will explore how different pedagogical approaches to outdoor learning and science can be used to develop responsible environmental citizenship.

There will be a focus on effective learning methodologies that engage young people in understanding the natural world and the scientific concepts governing how to live sustainably within natural limits. This will be linked to the competencies required to take real action contributing to sustainable development, with a specific focus on the work based competencies that young people will need to engage in the green economy.

PART G. Work plan and work packages

IMPORTANT : Sections G.1 to G.3 should be duplicated and completed together for each work package.

G.1 Identification

Work package number	1	Work package title	MAN - Project Management		
Work package type	<input checked="" type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start <i>Month number</i>	1	End <i>Month number</i>	36	Duration <i>in number of months</i>	36
Description of the work package (limit 3000 characters)					
<p>The aim of this work package is to establish the management structures for the project, create the Country Teams and hold the first partner meeting.</p> <p>1. Management. FSC will appoint a Project Coordinator with overall responsibility for the project, supported by a part time Project Administrator. S/he will attend EU meetings in Brussels as required. Additional support will be provided by members of the FSC. Each country will appoint a part time Country Coordinator. They will provide appropriate and timely technical and financial reports to the FSC. Together, the Project Coordinator and Country Coordinators will form the project Management Board.</p> <p>The partners will work as a team. The Project Coordinator and the Country Coordinators will meet five times during the project to plan, monitor and review progress. These meetings will be linked to the specific work packages and conferences (see below). In addition to meetings, we will make use of online project management tools to share documents, debate ideas and develop our work. All project management days are in this work package.</p> <p><i>Milestone - management team and structures in place.</i></p> <p>2. Creation of the Country Teams (CT). The outputs and outcomes of the project will be created and supported by the CT. Each of the partners will select staff to join each of the working groups. Each staff member will be selected for their expertise in that area and ability to both share this within the network and their own country. Each partner will also actively work with experts from other organisations in their country to ensure maximum involvement and wide dissemination/exploitation of results.</p> <p><i>Milestone – appointment of the Country Team.</i></p> <p>3. Partner Meeting 1 (PM1) - Inception and Planning. The first meeting of the partners will have four goals as described below.</p> <p><i>Milestone – completion of Partner Meeting 1 and production of Inception Report</i></p>					

4. Project Evaluation - this is linked to WP1 in that evaluation inputs throughout the project will support project management. Project evaluation is detailed in WP4.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	1		
Title	PM 1 – Inception and Planning		
Type of outcome / product / results	Meeting between all partners and agreed delivery plan		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>The inception meeting will take place in the Czech Republic and last 3 days. It will be attended by 8 people – Project Coordinator and Country Coordinators. 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.</p>			

Deliverable number	2		
Title	Inception Report		
Type of outcome / product / results	Completed Inception Report		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other
Language versions	EN
Target languages	EN
Description (limit 1000 characters)	
<p>The Inception Report is the partner working plan. It will contain a detailed action plan and timescale, management and communication ground rules, financial procedures and reporting process, indicators of achievement and evaluation criteria, the monitoring and evaluation strategy, activities in the framework of the Quality Assurance Plan, environmental guidelines and dissemination and exploitation plans. The document will be on the website and will be in English.</p>	

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

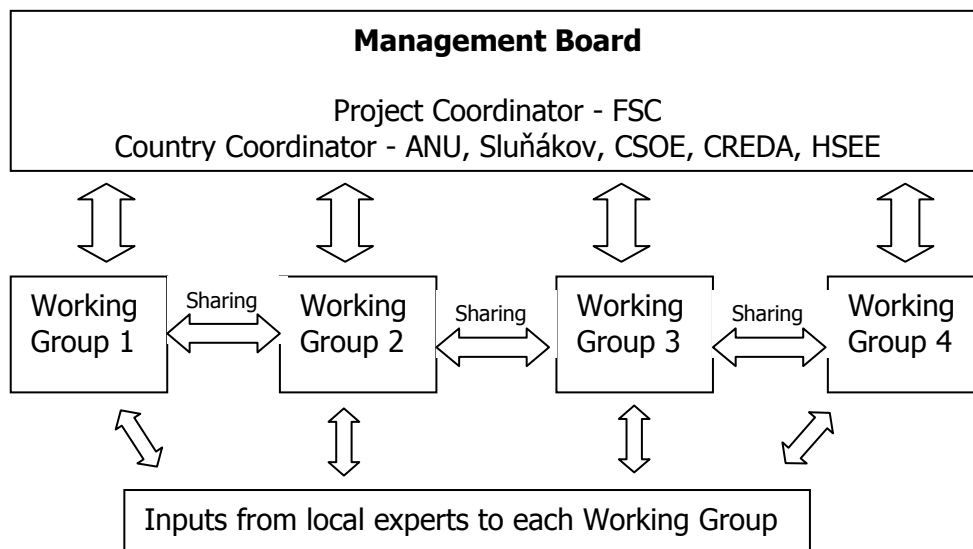
	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P1	UK	FSC	120			120	240	Overall project management and co-ordination; ensure successful delivery of the project in the UK; recruit and manage UK staff; reporting to the EU
	P2	DE	ANU	70			30	100	Project management and delivery in Germany; recruit and manage staff in Germany; reporting to the Project Coordinator
	P3	CZ	Sluňákov	70			40	110	Project management and delivery in the Czech Republic; recruit and manage staff in the Czech Republic; reporting to the Project Coordinator
	P4	SL	CSOE	70			40	110	Project management and delivery in Slovenia; recruit and manage staff in Slovenia; reporting to the Project Coordinator
	P5	IT	CREDA	60			30	90	Project management and delivery in Italy; recruit and manage staff in Italy; reporting to the Project Coordinator
	P6	HU	HSEE	60			30	90	Project management and delivery in Hungary; recruit and manage

									staff in Hungary; reporting to the Project Coordinator
	P7	UK	CLOtC				5	5	Coordinate CLOtC activities with FSC (P1)
Total				450			295	745	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The management of the RWL Network consists of two core groups. The Management Board and Working Groups. The Management Board comprises the Project Coordinator and Country Coordinators. They will be responsible for taking the main management and financial decisions throughout the project, in particular they will develop the Terms of Reference for each of the Working Groups. The Working Groups will comprise members from each partner, with one partner taking the lead in organising the work of each Working Group. The Working Groups will be autonomous so that they can decide how to best meet their Terms of Reference, however, they will report to the Management Board and each other. Each Working Group will engage with local experts. Each Working Group will evaluate their own work under the supervision of the Management Board.

The procedures for decision making and conflict resolution will be detailed in the Project Initiation Document produced as a result of Partner Meeting 1.



Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

The **Staff costs** are detailed above and in the budget – all staff salaries are consistent with EU guidelines. All the time for the Project Coordinator, Project Assistant and Country Coordinators for the whole project are listed in this section. One partner in each country will undertake the co-ordinating for each Working Group (see WP3) hence not all partners in this WP have the same number of management days. For Country Coordinators have allowed 25 days to attend co-ordination meetings (5 days including travel x 5 meetings) and 35 days in-country management – a total of 60 days. Extras for P1, P2, P3 & P4 are to lead on one of the work packages. Extra administration days for P1, P3 & P4 are to organise the RWL European Seminars. There are extra management days for the overall Project Coordinator and Administrator to reflect the added duties related to co-ordination across all the partners and EU reporting – this is a significant amount of additional work.

We shall hold our first partner meeting in the Czech Republic in Month 1. Time for the Project Coordinator and Country Coordinators to attend the remaining 4 project meetings is included in this work package.

Travel and subsistence – travel and subsistence costs for the Project Coordinator and Country Coordinators, total of 8 people, to attend Partner Meeting 1. The meeting will last three days. We have included costs here for travel to EU meetings as required.

Equipment – there are no equipment needs for this work package.

Subcontracting – none in this work package.

Other costs – bank transfer, financial audit and bank guarantee costs.

G.1 Identification

Work package number	2	Work package title	DEV – Foundation Research and Planning		
Work package type	<input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start Month number	4	End Month number	11	Duration in number of months	6
Description of the work package (limit 3000 characters)					
<p>The aim of this work package is to (a) confirm the background research on the current situation, opportunities and barriers for outdoor learning and sustainable development, (b) plan detailed delivery of the WP3.</p> <p>1. Outdoor Science and Learning for Sustainable Development Research. Research has already identified the need for the project, our analysis will focus on (a) current delivery of outdoor science and sustainable development and (b) current approaches and resources for teaching outdoor science and sustainable development in the real world. Research methodology will be agreed at the first partner meeting. Based on the research, partners will produce a status report. The status report will enable all country partners to clearly understand the situation in each country and provide a foundation for the working groups detailed in WP3. The partners will send a report to the coordinator organisation before the partner meeting to be synthesised and disseminated to partners. The research will be monitored by the Project Coordinator and Country Coordinators. It will provide a baseline for project evaluation and the backbone of the learning materials.</p> <p><i>Milestone – publication of country research reports</i></p> <p>2. Partner Meeting 2 (PM2) – Establishing Working Groups. PM2 will have two key goals: 1) to review the research (see above) and reconfirm the project methodology; and 2) confirm the briefs for each working group (see WP3).</p> <p>As a result of reviewing the research all partners will have a common understanding of the situation in each partner country. Building on this common understanding, we will produce a detailed brief for each of the working groups detailed in WP3.</p> <p>PM2 will be held in Germany.</p> <p><i>Milestone –review of research, outline structure of learning resources, implementation plan for next phase.</i></p>					

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	3		
Title	Status Report on Outdoor Learning		
Type of outcome / product / results	Completed Status Report on Outdoor Learning		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>The status reports will examine current provision of outdoor science and sustainable development in each partner country. It will focus on the strengths, weaknesses, opportunities and threats to outdoor learning. The result will be a shared understanding of the situation in each country and a detailed understanding of the tasks each working group will need to address.</p> <p>The research will involve SWOT interviews with selected educators to establish support needs as well as desk research into recent outdoor science and sustainable development learning.</p> <p>Each country report will be at least 10 pages, on the website and in English. We will open the reports up to external comment.</p>			

Deliverable number	4		
Title	PM2 – Establishing Working Groups		
Type of outcome / product / results	Working groups established and TOR agreed		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other
Language versions	EN
Target languages	EN
Description (limit 1000 characters)	
<p>This meeting will take place in Germany in Month 5, for 3 days for 8 people in English. As a result of the meeting we will have achieved two key tasks. Firstly, to review the status reports and gain a common understanding of the needs for outdoor science and sustainable development learning across Europe. This will be an important part of ensuring that the Working Groups address the real needs of learners and education providers. Secondly, to have developed a detailed Terms of Reference for each working group and established the role for each partner within each working group, with one partner leading on each working group. The TOR will include the main themes that the working group will address, the structure of the working group and how it will carry out its task.</p>	

Deliverable number	5		
Title	TOR for Working Groups TOR		
Type of outcome / product / results	Completed TOR for Working Groups		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>Each of the Working Groups will have a detailed TOR to guide their work. The TOR will detail the aim and objectives for each of the working groups, the process by which each group will complete their work and the responsibilities of each partner in carrying out the work. Particular focus will be placed on ensuring that the results of each WG are relevant to the delivery of RWL and sustainable development education for primary and secondary schools, we are aiming to produce results that are easily understandable and implementable by teachers and environmental education centres rather than academic documents.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

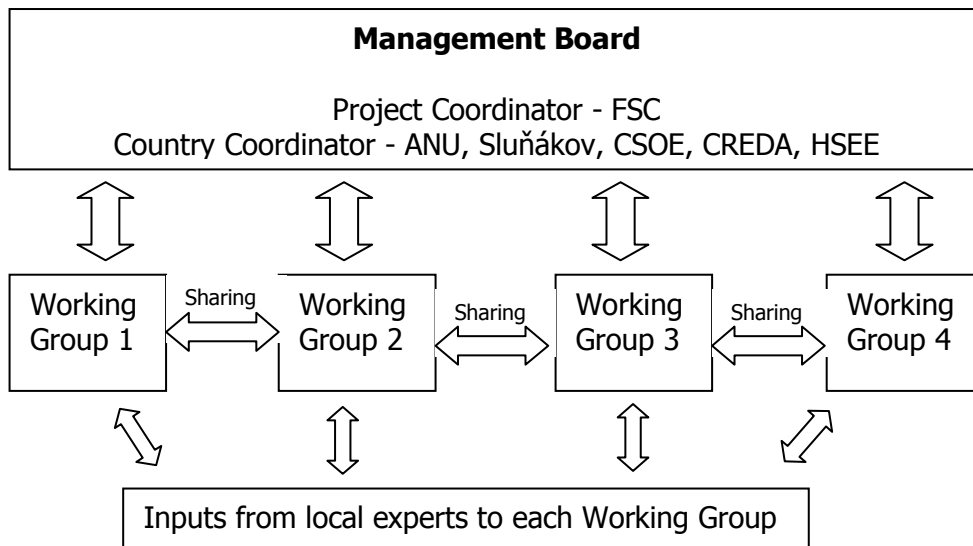
Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P3	CZ	Sluňákov		15			15	Carry out research in own country and produce country status report. Co-ordinate research and produce final status report on behalf of consortium
	P1	UK	FSC		10			10	Carry out research in own country and produce country status report
	P2	DE	ANU		10			10	Carry out research in own country and produce country status report
	P4	SL	CSOE		10			10	Carry out research in own country and produce country status report
	P5	IT	CREDA		10			10	Carry out research in own country and produce country status report
	P6	HU	HSEE		10			10	Carry out research in own country and produce country status report
	P7	UK	CLOtC		2			2	Carry out research in own country and produce country status report
Total					67			67	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The management of the RWL Network consists of two core groups. The Management Board and Working Groups. The Management Board comprises the Project Coordinator and Country Coordinators. They will be responsible for taking the main management and financial decisions throughout the project, in particular they will develop the Terms of Reference for each of the Working Groups. The Working Groups will comprise members from each partner, with one partner taking the lead in organising the work of each Working Group. The Working Groups will be autonomous so that they can decide how to best meet their Terms of Reference, however, they will report to the Management Board and each other. Each Working Group will engage with local experts. Each Working Group will evaluate their own work under the supervision of the Management Board.

The procedures for decision making and conflict resolution will be detailed in the Project Initiation Document produced as a result of Partner Meeting 1.



Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P(n)		

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

The **Staff costs** are detailed above and in the budget – all staff salaries are consistent with EU guidelines. All the time for the Project Coordinator, Project Assistant and Project Coordinators for the whole project are listed in the WP1. The days indicated above are for the members of the Development Team to research and write the in-country status report (10 days per partner), with extra days for Czech partners to coordinate and write up the results. We shall hold our second partner meeting for planning and implementation in Germany in Month 5.

Travel and subsistence – travel and subsistence costs for the Project Coordinator and Country Coordinators, a total of 8 people, for Partner Meeting 2. The meeting will last 3 days. Local travel to visit institutions to undertake the research for status report.

Equipment – none required for this work package.

Subcontracting – none for this work package.

Other costs –none required for this work package.

G.1 Identification

Work package number	3	Work package title	DEV – RWL Working Groups		
Work package type	<input type="checkbox"/> Management <input checked="" type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start <i>Month number</i>	8	End <i>Month number</i>	31	Duration <i>in number of months</i>	24
Description of the work package (limit 3000 characters)					
<p>The aim of this work package is explore different aspects of outdoor learning in the context of sustainable development. The goal will be to create a range of new approaches supported by case studies that make science education and education for sustainable development more attractive and prepare learners to respond constructively to global sustainability challenges.</p> <p>1. Appointing the Working Groups.</p> <p>The TOR for each working group will have been completed at PM2. Each working group will comprise one team member from each partner, with one partner taking overall responsibility for each working group. Each partner will recruit at least two local experts to contribute to the working group. Each partner will share their work within their own organisation and ensure comments are fed back to the working group. The working group titles will be confirmed at PM2 once the status reports are completed, likely topics include:</p> <ol style="list-style-type: none"> 1. Developing quality criteria for success and assessment for learning 2. Outdoor science and sustainability 3. Pedagogical approaches to outdoor learning 4. Real world learning and developing career competencies <p><i>Milestone – working groups appointed</i></p> <p>2. Running the Working Groups</p> <p>Each working group will collect evidence related to their topic together with examples of good practice. The result of each working group will be an online report supported by examples of good practice in their area. These will be made available to all users of the website and free to download were appropriate.</p> <p>Each working group will produce interim reports so that each is aware of the others work and ensure complementarity.</p> <p>Specific outputs from each working group are detailed below. Each WG will meet two times, and during the RWL European Seminars, to plan their work, share information and feed back the results. They will also work online to share information and work on the results. The working groups will need to complement each other so careful planning will be required to ensure that the results from each WG can inform the other.</p> <p><i>Milestone – WG meetings delivered; online development of outputs</i></p>					

3. Reporting

Each working group will produce an interim and final report. The interim report will be made available to external experts for comment and published on the project website. The final report will be published on the project website and the partners' websites. We expect the final report for each WG to be widely distributed in an electronic format with a limited number of hard copies for promotional work.

Each WG will produce at least two case studies from each partner country to illustrate excellence and provide practical examples of how RWL can be implemented. The case studies will be aimed at teachers and practitioners; they are detailed in WP6 – Dissemination.

Milestone – Interim and Final Reports completed; publication of case studies

4. PM3 – Review Progress

The Management Board will meet to review project progress and establish that the project is on track.

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	6		
Title	WG1 - Developing quality criteria for success and assessment for learning		
Type of outcome / product / results	WG meetings		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>WG1 will meet two times during the project and at the RWL European Seminars. Meeting one will review the TOR, agree initial tasks to be completed by each partner and share current practice between each of the partners in each country. It will also review the status report from WP2. WG1 will comprise members from each partner plus external experts.</p> <p>A key task for the first meeting will be to confirm the overall goal of the group as:</p> <p>‘to explore different success criteria throughout the EU and explore a common set of quality criteria taking into account the pre, during and post learning experience of the student’</p> <p>and</p> <p>‘to review different assessment approaches, recommendations to ensure that RWL can be assessed and evidence learning/behavioural change.’</p> <p>The working group will produce</p> <ul style="list-style-type: none"> • Interim and final reports (detailed below). • Quality Criteria and self assessment process for RWL (detailed below). • Case studies of good practice (detailed in WP6). 			

Deliverable number	7
Title	Quality Criteria and Assessment

Type of outcome / product / results	Agreed Quality Criteria and Assessment Framework		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
<p>WG1 will explore how to assess RWL and develop criteria for success. We will review current criteria in the UK and Germany, and how they can be applied across Europe. It will be important to see how they can be applied by providers of outdoor learning in science.</p> <p>The criteria will focus on:</p> <ul style="list-style-type: none"> • Pre-learning: criteria that ensure quality in pre-learning provision and preparation • During-learning • Post-learning: ensuring feedback and review of learning, and that it is used to improve delivery • Health & Safety <p>The partners will publish the final criteria with a recommendation that they be adapted as a set of common standards to ensure high quality learning is achieved. This process is already ongoing in the UK with outdoor education providers encouraged to apply for a nationally recognised Quality Badge.</p> <p>To support the quality criteria we will also produce an assessment document that learning providers can use to assess the quality of their own learning provision and encourage improvement.</p>			

Deliverable number	8
Title	WG2 – Outdoor science and sustainability
Type of outcome / product / results	WG meetings

Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>WG2 will meet two times during the project and at the RWL European Seminars. Meeting one will review the TOR, agree initial tasks to be completed by each partner and share current practice between each of the partners in each country. It will also review the status report from WP2. WG2 will comprise members from each partner plus external experts.</p> <p>A key task for the first meeting will be to confirm the overall goal of the group as:</p> <p>‘to explore how outdoor science and real world learning can help learners understand the fundamental concepts of science and sustainable development’</p> <p>and</p> <p>‘to demonstrate practical methods of teaching and learning based on the outdoor classroom.’</p> <p>The working group will produce</p> <ul style="list-style-type: none"> • Interim and final reports (detailed below). • Guidance for schools on science, sustainability and outdoor learning (detailed below). • Case studies of good practice (detailed in WP6). 			

Deliverable number	9
Title	Guidance for Schools on Outdoor Science and Sustainability
Type of outcome / product / results	Published Guidance for Schools on Outdoor Science and Sustainability

Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
<p>To support the improved delivery of outdoor science and RWL by schools and environmental education centres we will produce guidance notes. These will provide practical suggestions for the delivery of outdoor learning, how to link science and sustainability, and sample activities as demonstrators. The guidance notes will link with the other WGs on curriculum content and effective learning approaches.</p> <p>The guidance notes will be published for free download on the project website in all the partner languages.</p>			

Deliverable number	10		
Title	WG3 – Pedagogical approaches to outdoor learning		
Type of outcome / product / results	WG meetings		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			

WG3 will meet two times during the project and during the RWL European Seminars. Meeting one will review the TOR, agree initial tasks to be completed by each partner and share current practice between each of the partners in each country. It will also review the status report from WP2. WG3 will comprise members from each partner plus external experts.

A key task for the first meeting will be to confirm the overall goal of the group as:

‘to review a range of approaches to RWL and outdoor science with a focus on linking learning to behavioural change promoting action for sustainability.’

The WG will explore a range of different learning approaches including fieldwork, enquiry based learning, sensory learning & games, and competence based learning.

The working group will produce

- Interim and final reports (detailed below).
- Case studies of good practice (detailed in WP6).

Deliverable number	11		
Title	WG4 – Real world learning and developing career competencies		
Type of outcome / product / results	WG meetings		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>WG4 will meet two times during the project and at the RWL European Seminars. Meeting one will review the TOR, agree initial tasks to be completed by each partner and share current practice between each of the partners in each country. It will also review the status report from WP2. WG4 will comprise members from each partner plus external experts.</p> <p>A key task for the first meeting will be to confirm the overall goal of the group as:</p> <p>‘to link science learning to appropriate career pathways that support a green economy and responsible citizenship.’</p>			

This WG will have a particular focus on the competences that outdoor science need to promote in order to develop the skills for young people to take an active role in building the green economy and becoming responsible citizens.

The working group will produce

- Interim and final reports (detailed below).
- Guidance on competencies for a green economy and responsible citizenship (detailed below).
- Case studies of good practice (detailed in WP6).

Deliverable number	12		
Title	Competencies for a Green Economy and Responsible Citizenship		
Type of outcome / product / results	Published Competencies for a Green Economy and Responsible Citizenship		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
<p>It is important that RWL is linked to developing the competencies to address sustainability through the world of work. To support this we will research a number of competencies that students should develop to effectively address sustainable development through the world of work. We will link these to the key competencies required to become successful in these careers, and ensure that such careers contribute to a green economy and responsible citizenship.</p> <p>The competences will be published for free download on the project website in all the partner languages.</p>			

Deliverable number	13
Title	Interim and Final Report for WG1,2,3,4
Type of outcome / product / results	Published Interim and Final Report

Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
<p>Each WG will produce Interim Reports as required. Each Interim Report will discuss the progress of the group to date, outlining its conclusions and future plans. These will be working documents open to scrutiny by external experts, and outside views will be actively encouraged.</p> <p>Each working group will produce a Final Report on its activities including final recommendations for current and future practice. The reports will provide the background context and supporting evidence to the outputs each WG will produce, for example why certain quality criteria have been recommended or why certain learning approaches prioritised.</p> <p>The reports from each WG will be compiled into a single document to enable easy access to all the reports. The report will be made available as a free download from the project website. A limited number of hard copies will be produced for promotion and lobbying purposes (200 copies per partner language).</p>			

Deliverable number	14		
Title	PM3 – Reviewing progress		
Type of outcome / product / results	Progress assessed and plans for second half of project agreed		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		

Language versions	EN
Target languages	EN
Description (limit 1000 characters)	
<p>This will take place in Italy in Month 14, for 3 days for 8 people in English. As a result of the meeting we will have achieved two key tasks. Firstly, to review the progress of the Working Groups and to ensure that there is sharing of interim findings between the working groups. Secondly, to plan for the RWL European Seminars and plan the publications from each of the working groups.</p>	

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

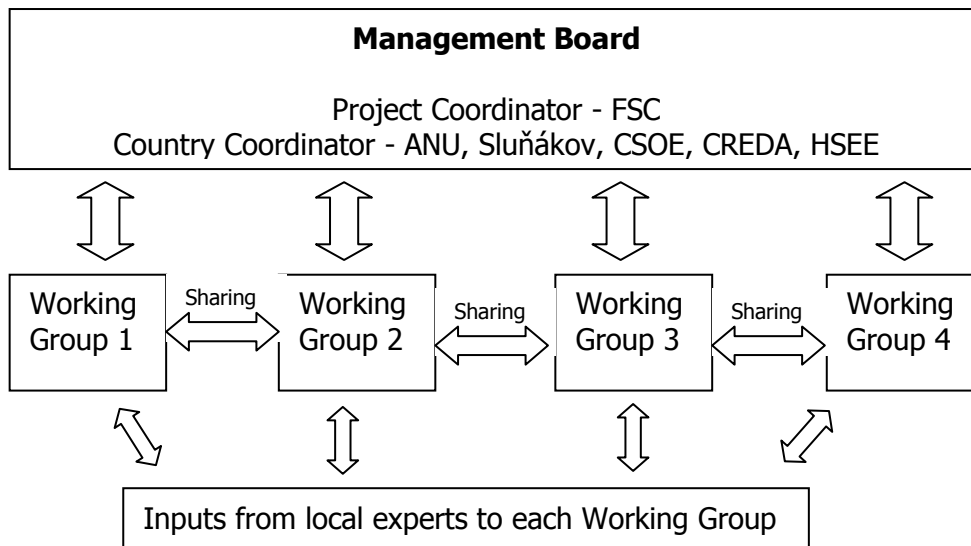
Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P1	UK	FSC		180			180	Lead on the implementation of one working group; support the implementation of the other three working groups.
	P2	DE	ANU		180			180	Lead on the implementation of one working group; support the implementation of the other three working groups.
	P3	CZ	Sluňákov		180			180	Lead on the implementation of one working group; support the implementation of the other three working groups.
	P4	SL	CSOE		180			180	Lead on the implementation of one working group; support the implementation of the other three working groups.
	P5	IT	CREDA		180			180	Participate in and support the implementation of the working groups.
	P6	HU	HSEE		180			180	Participate in and support the implementation of the working groups.
	P7	UK	CLOtC		40			40	Support the implementation of WG1&3.
Total					1120			1120	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The management of the RWL Network consists of two core groups. The Management Board and Working Groups. The Management Board comprises the Project Coordinator and Country Coordinators. They will be responsible for taking the main management and financial decisions throughout the project, in particular they will develop the Terms of Reference for each of the Working Groups. The Working Groups will comprise members from each partner, with one partner taking the lead in organising the work of each Working Group. The Working Groups will be autonomous so that they can decide how to best meet their Terms of Reference, however, they will report to the Management Board and each other. Each Working Group will engage with local experts. Each Working Group will evaluate their own work under the supervision of the Management Board.

The procedures for decision making and conflict resolution will be detailed in the Project Initiation Document produced as a result of Partner Meeting 1.



Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

The **Staff costs** are detailed above and in the budget – all staff salaries are consistent with EU guidelines. All the time for the Project Coordinator, Project Assistant and Country Coordinators for the whole project are listed in the Management Section. We have included 45 days staff time for each partner per working group, a total of 180 days per partner.

Travel and subsistence – travel and subsistence costs for the Project Coordinator and Country Coordinators, a total of 8 people, for Partner Meeting 3.

Travel and subsistence costs for one partner to attend each of the WG meetings has been included; this is a total of 2 meetings for each WG, a total of 8 meetings over the three years. The meetings will last 3 days. Local travel to visit institutions to undertake research and development are also included in this WP.

Equipment – none required for this work package.

Other costs – we have included costs for translating the outputs into each of the partner languages and for publishing the findings of the working groups. Associated design costs to ensure a common style and format are also included. We have included local travel cost in-country to support the research carried out by the working groups.

Sub Contracting – none for this work package.

G.1 Identification

Work package number	4	Work package title	QA – Quality Assurance		
Work package type	<input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input checked="" type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start <i>Month number</i>	1	End <i>Month number</i>	36	Duration <i>in number of months</i>	36
Description of the work package (limit 3000 characters)					
<p>The aim of this work package is to support the RWL Network through consistent and coherent quality control. The Quality Assurance Plan will be developed at Partner Meeting 1 (PM1). The purpose will be to develop criteria to ensure that RWL Network reaches our goal ‘to explore and share successful approaches to Real World Learning through the outdoor classroom that leads to action for sustainable development.’ Quality is written into the project in that the network will be exploring best practice throughout Europe. Our QAC are therefore targeted to ensure we ‘discover’ the best practice and disseminate it effectively.</p> <p>Monitoring and Evaluation Plan – At PM1 we will review the goals, outcomes and outputs of the project to develop a project monitoring and evaluation plan. This will focus on key questions that the project needs to assess, the methodology of assessment and the data needed to evidence success. Questions might range from simple ‘have we contacted enough organisations to review current practice’ to ‘have we developed criteria to assess good practice.</p> <p><i>Milestone – monitoring and evaluation plan agreed</i></p> <p>Quality Criteria – Each Working Group will develop their own quality criteria to guide and assess their work. These will be written into the TOR for each Working Group and reviewed periodically, reported on through the Interim and Final Reports from each working group.</p> <p>Each Working group, as required, might develop criteria relating to:</p> <ul style="list-style-type: none"> • Learning and the development of materials. • Inclusion and making sure that ‘every learner is important’ in terms of access to learning. • Design and accessibility of learning resources. • Real world learning. • Learner and educator support. <p><i>Milestone – completion quality indicators; interim and final Working Group reports</i></p> <p>Partner Meeting 5 – project evaluation. The final meeting will evaluate the entire project and formally agree the future continuation of the RWL Network.</p> <p><i>Milestone – formal agreement on project sustainability.</i></p>					

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	15		
Title	Monitoring and Evaluation Plan		
Type of outcome / product / results	Completed Monitoring and Evaluation Plan		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>The plan will be developed at PM1 and then reviewed by the project management team at each of the partner meetings. Each of the four Working Groups will contribute to the monitoring and evaluation plan.</p> <p>The monitoring and evaluation plan will work to evaluate the internal and external impact of the project. It will address:</p> <ul style="list-style-type: none"> • Project sustainability • Quality of outputs • Impact on partners • Impact on external organisations • Impact on policy/strategy in each partner country • Project management and processes <p>Each WG will contribute evidence to the Monitoring and Evaluation Plan, and it will be updated at each of the five Partners Meetings. We will open the plan up to external comment.</p>			

Deliverable number	16
Title	Internal Monitoring and Evaluation Reports
Type of outcome / product / results	Completed Internal Monitoring and Evaluation Reports

Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>There will be two types of internal monitoring reports. Firstly, each partner will report on a 6-monthly basis through narrative and financial reports. These will be used by the Project Coordinator to monitor progress and report to the EU. The reports will be discussed at the Partner Meetings where any issues of concern will be identified and addressed. Secondly, each of the Working Groups will produce interim and final reports on their work.</p>			

Deliverable number	17		
Title	Quality Criteria		
Type of outcome / product / results	Completed Quality Criteria		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			

A set of quality criteria will guide the monitoring and evaluation. The partners all have considerable experience developing quality criteria and indicators. We shall draw on experience from criteria developed by the UN Education for Sustainable Development Decade, ENSI (Environment and Schools Initiative) and United Nations Commission Economic for Europe.

Monitoring of the quality criteria will be managed by the Working Group and reported through the Interim and Final reports.

Deliverable number	18		
Title	PM5 – Project Evaluation		
Type of outcome / product / results	Project evaluation completed and continuation agreed		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>This will take place in Slovenia in Month 29, for 3 days for 8 people in English.</p> <p>The final partners meeting will have to goal to complete the evaluation of the project and formally agree project continuation. Monitoring and evaluation will have been agreed at PM1 and reviewed throughout the project. The final meeting will ensure that the evaluation is complete and review the results. This review will help to guide the continuation of the project.</p> <p>By the end of PM5 we will have created a project continuation plan that all the partners will have agreed upon.</p>			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

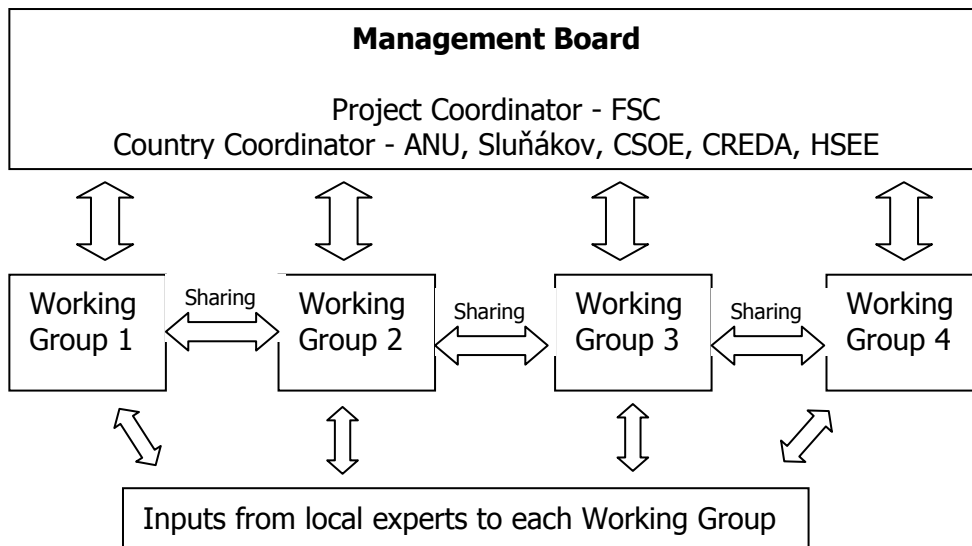
Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P1	UK	FSC		25			25	Complete internal monitoring reports and provide evidence of project results
	P2	DE	ANU		25			25	Complete internal monitoring reports and provide evidence of project results
	P3	CZ	Sluňákov		25			25	Complete internal monitoring reports and provide evidence of project results
	P4	SL	CSOE		25			25	Complete internal monitoring reports and provide evidence of project results
	P5	IT	CREDA		25			25	Complete internal monitoring reports and provide evidence of project results
	P6	HU	HSEE		25			25	Complete internal monitoring reports and provide evidence of project results
	P7	UK	CLOtC		5			5	Complete internal monitoring reports and provide evidence of project results
Total					155			155	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The management of the RWL Network consists of two core groups. The Management Board and Working Groups. The Management Board comprises the Project Coordinator and Country Coordinators. They will be responsible for taking the main management and financial decisions throughout the project, in particular they will develop the Terms of Reference for each of the Working Groups. The Working Groups will comprise members from each partner, with one partner taking the lead in organising the work of each Working Group. The Working Groups will be autonomous so that they can decide how to best meet their Terms of Reference, however, they will report to the Management Board and each other. Each Working Group will engage with local experts. Each Working Group will evaluate their own work under the supervision of the Management Board.

The procedures for decision making and conflict resolution will be detailed in the Project Initiation Document produced as a result of Partner Meeting 1.



Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P(n)		

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

The **Staff costs** are detailed above and in the budget – all staff salaries are consistent with EU guidelines. All the time for the Project Coordinator, Project Assistant and Project Coordinators for the whole project are listed in the Management Section. We have included 25 days staff time for each partner to address the reporting requirements of the project and collect data to evidence success.

Travel and subsistence – travel and subsistence costs for the Project Coordinator and Country Coordinators, a total of 8 people, for Partner Meeting 4. The meeting will last 3 days.

Equipment – none required for this work package.

Other costs – none required for this work package.

Subcontracting – none required for this work package.

G.1 Identification

Work package number	5	Work package title	Dissemination		
Work package type	<input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input checked="" type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results				
Start <i>Month number</i>	1	End <i>Month number</i>	36	Duration <i>in number of months</i>	36
Description of the work package (limit 3000 characters)					
<p>The aim of this work package is to disseminate the results of the project as widely as possible both during and after the project has been completed to inspire more teachers and environmental education centres to develop high quality outdoor learning for sustainable development.</p> <p>During the inception phase we shall create a dissemination plan that will include dissemination at European and National scales to ensure we maximise the potential impact of the project and create a context for the project exploitation and sustainability. The plan will include our rationale, identification of the key information to disseminate, target groups, the dissemination methods and methods of evaluating the effectiveness of our dissemination.</p> <p>Our main target groups for dissemination are:</p> <ul style="list-style-type: none"> • Education decision makers who can support greater uptake of outdoor science amongst young people. • Education organisations: government and NGO. • Environmental and science education centres. • Schools and teachers. <p>The project dissemination will include:</p> <ul style="list-style-type: none"> • Project website (see below). • Each organisation having a section on their website about the project that is regularly updated. • Magazine style project brochure to disseminate the lessons learnt and information about the Real World Learning Network (see below). • Dissemination conference in each country. • Three annual RWL European Seminars. • Making links with other organisations' websites • Networking with other appropriate LLP projects and other schools education projects. • Articles in appropriate thematic newsletters/journals • Promoting the project in the national, regional and local education media • Promoting the project results at a minimum of two national conferences attended by members of the partner organisations. <p><i>Milestone – dissemination plan and results, dissemination materials.</i></p>					

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	19		
Title	Dissemination Plan		
Type of outcome / product / results	Dissemination Plan completed		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>The Dissemination Plan will be a joint document with the Exploitation Plan (see WP6). The plan will address how the project will disseminate information, findings and results throughout the project. The Dissemination Plan will include sections detailing the target groups to be reached, how they will be reached, the resources to be used and a timetable for action.</p> <p>The Dissemination Plan will be reviewed at each of the Partner Meetings.</p>			

Deliverable number	20		
Title	Project Website		
Type of outcome / product / results	Completed Project Website online		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other
Language versions	EN, DE, CZ, SL, IT, HU
Target languages	EN, DE, CZ, SL, IT, HU
Description (limit 1000 characters)	
<p>The project website will form a key part of the dissemination strategy. It will be designed during year one and be used both for public dissemination and a communication tool for project partners. It will contain all project documentation such as reports from meetings and Working Group reports. This will open up the project to external comment that we will actively encourage.</p> <p>The website will contain a distinct area for outdoor science practitioners containing case studies from each of the Working Groups and examples of good practice. These will be supported by reports from the Working Groups as well as specific outputs such as the quality criteria.</p> <p>The website will use content managed software so it can be regularly updated by the partners without technical support. The site will include a message board so educators can share their experience and seek advice, and a news section to promote project activities and partner events.</p> <p>The project will be hosted initially for five years.</p>	

Deliverable number	21		
Title	RWL European Seminars		
Type of outcome / product / results	Seminars successfully delivered		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			

We plan to hold three annual RWL European Seminars during the project. These events will be open to all educators from across Europe, we will particularly target participants in current and previous Comenius projects. The seminars will be fee paying for non-partner participants but we will endeavour to keep costs to a minimum. Each event will last for two days and we expect 70 participants.

The first seminar will be used to collect best practice from around Europe and share issues of concern for outdoor learning and sustainable development. The second will focus on how outdoor learning is delivered and its role in connecting young people to their environment. The final seminar will explore how to build competences for action and promoting responsible citizenship. Each seminar will also share the findings of the project working groups.

Deliverable number	22		
Title	RWL Dissemination Events		
Type of outcome / product / results	Dissemination events successfully delivered		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
Each partner will run one large dissemination event in each country. These will be linked to national conferences to ensure as large an impact as possible. The dissemination events will target educators and teachers who will be the beneficiaries from the projects results. We expect each dissemination event to reach at least 100 people.			

Deliverable number	23		
Title	Conference Presentations		
Type of outcome / product / results	Record of presentations		

Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
<p>Each partner will promote the RWL Network at national conferences in their own country. We aim to make a significant contribution to at least one conference each year. For example in the UK the FSC will target the conferences run by the Association for Science Education and Council for Learning Outside the Classroom.</p>			

Deliverable number	24		
Title	Networks and Media		
Type of outcome / product / results	Record of media exposure		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			

We aim to produce at least 4 media articles per year to promote the project. The partners will develop different story angles, using their experience with schools to create case studies. The articles will be translated into the various partner languages and distributed through the relevant media channels.

Deliverable number	25		
Title	Project Brochure		
Type of outcome / product / results	Completed brochure		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
<p>Towards the end of the project we will produce a magazine style project brochure that highlights the main results of the project. The brochure will be widely distributed in print and e-format to environmental organisations throughout Europe.</p> <p>We will print a total of 3000 copies in addition to an e-version.</p>			

Deliverable number	26		
Title	Organisation Websites and other links		
Type of outcome / product / results	Information on websites		

Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
Each partner will include a section about the project on their own website and encourage other organisations to link the project website from their own site.			

G.3 Consortium partners involved and resources required to complete the work package

Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

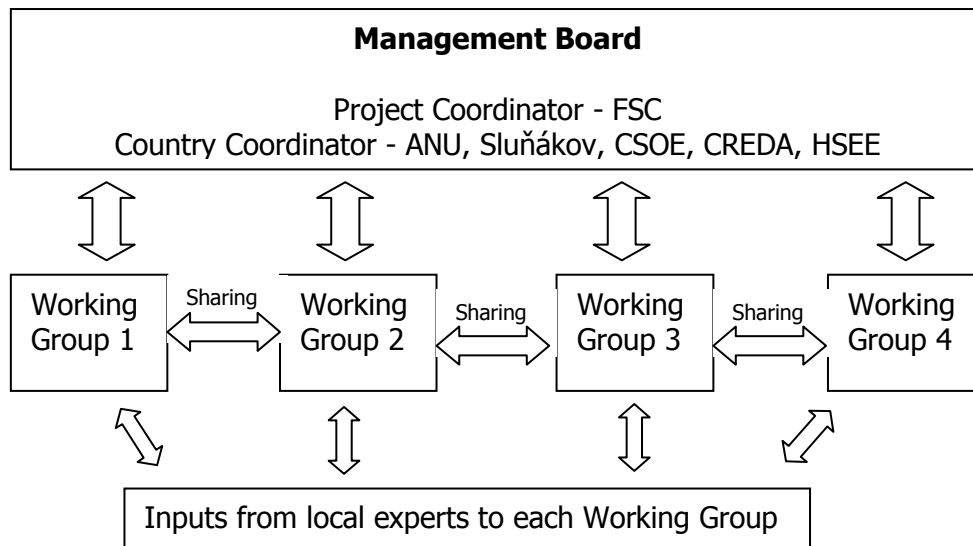
	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P4	SL	CSOE		25			25	Lead the dissemination work package. Actively disseminate project results through print and online media; participate in conferences to promote project results
	P1	UK	FSC		25			25	Actively disseminate project results through print and online media; participate in conferences to promote project results
	P2	DE	ANU		25			25	Actively disseminate project results through print and online media; participate in conferences to promote project results
	P3	CZ	Sluňákov		25			25	Actively disseminate project results through print and online media; participate in conferences to promote project results
	P5	IT	CREDA		25			25	Lead the development of the website. Actively disseminate project results through print and online media; participate in conferences to promote project results
	P6	HU	HSEE		25			25	Actively disseminate project

								results through print and online media; participate in conferences to promote project results
P7	UK	CLOtC		5			5	Actively disseminate project results through print and online media; participate in conferences to promote project results
Total				155			155	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).

The management of the RWL Network consists of two core groups. The Management Board and Working Groups. The Management Board comprises the Project Coordinator and Country Coordinators. They will be responsible for taking the main management and financial decisions throughout the project, in particular they will develop the Terms of Reference for each of the Working Groups. The Working Groups will comprise members from each partner, with one partner taking the lead in organising the work of each Working Group. The Working Groups will be autonomous so that they can decide how to best meet their Terms of Reference, however, they will report to the Management Board and each other. Each Working Group will engage with local experts. Each Working Group will evaluate their own work under the supervision of the Management Board.

The procedures for decision making and conflict resolution will be detailed in the Project Initiation Document produced as a result of Partner Meeting 1.



Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P1		Project Website

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

The **Staff costs** are detailed above and in the budget – all staff salaries are consistent with EU guidelines. All the time for the Project Coordinator, Project Assistant and Project Coordinators for the whole project are listed in the Management Section. We have included 25 days staff time to undertake the dissemination work.

Travel and subsistence – we have included travel and subsistence to attend relevant national conferences and other events to disseminate project results

Equipment – none required for this work package.

Subcontracting –The cost of the website is included in this WP, this is a significant piece of work and we have budgeted accordingly. The website will be tendered in line with EU regulations but we will also explore the potential for one of the partner to undertake this task if appropriate. Based in previous website projects we believe the cost represents good value for money, especially considering the central role of the website to the project.

Other costs – we have included costs for translating the outputs into each of the partner languages. Associated design costs to ensure a common style and format are also included. We have included costs for the organisers to run and promote the RWL European Seminars, these will be fee paying for non-partner participants. We have also allowed a budget for each partner to run one dissemination event of their own.

G.1 Identification

Work package number	6	Work package title	Exploitation of Results		
Work package type	<input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input checked="" type="checkbox"/> Exploitation of results				
Start <i>Month number</i>	20	End <i>Month number</i>	36	Duration <i>in number of months</i>	17
Description of the work package (limit 3000 characters)					
<p>The aim of this work package is to exploit the results from the RWL Network as widely as possible after the delivery so that more education institutions integrate the results into their work programmes and make use of the RWL Network results. During the inception phase we shall create a plan that will include exploitation at European and national levels to maximise the impact and longevity of the project.</p> <p>Our main target groups for dissemination are:</p> <ul style="list-style-type: none"> • Education decision makers who can support more outdoor learning for sustainable development. • Education organisations: government and NGO who can improve their delivery of outdoor learning. • Environmental and science centres. • Schools and teachers. <p>Our exploitation plan will consist of the following:</p> <ul style="list-style-type: none"> • Establishing a formal RWL Network Europe, with the aim of recruiting 10 new members each year from year 2 of the project. • Project learning and research will be posted on the partner websites for at least 5 years and partners will promote the resources through conferences, workshops and networks as part of their regular work. • At a European scale exploitation will take place through working with other networks. • Make an application in at least two partner countries to run a Transversal study visit based on the RWL Network results. • Make an application in at least two partner countries to run a Comenius course based on the RWL Network results. • Using the RWL Network research and experience to develop new proposals and partnerships. • Lobbying relevant 'gatekeeper' organisations to adopt the results of the RWL Network. • Case studies of best practice showing others how RWL can be implemented. <p>The application of the exploitation plan will be monitored by the Project Coordinator and Country Coordinators.</p> <p>PM4 will be dedicated to the sustainability of the project (see below).</p> <p><i>Milestone – report on results of exploitation activities</i></p>					

G.2 Deliverables – outputs / products / results

Please add tables as necessary.

Deliverable number	27		
Title	Exploitation Plan		
Type of outcome / product / results	Completed Exploitation Plan		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>The Exploitation Plan will be a joint document with the Dissemination Plan. It will be created during the first Partners Meeting and reviewed on a regular basis. The goal of the Exploitation Plan will be to ensure the continuation of the project results and ensure that more educators in more countries become involved in outdoor science for sustainable development.</p>			

Deliverable number	28		
Title	RWL Network Europe		
Type of outcome / product / results	Agreement between partners to establish RWL Network Europe		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)

Nature	<input type="checkbox"/> Report <input checked="" type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other
Language versions	EN
Target languages	EN
Description (limit 1000 characters)	
<p>During the project the partners will develop proposals to create a formal RWL Network for Europe. This will be an open network for all interested organisations across Europe. The partners will discuss and plan a constitution for the network and one of the partners will take on the role of secretariat for the initial three years. The network will host an annual conference and maintain the website.</p> <p>The need for a RWL Network for Europe has already been discussed with potential members, and there has been a high level of enthusiasm for it.</p>	

Deliverable number	29		
Title	Transversal and Comenius Training Events		
Type of outcome / product / results	Proposals submitted to National Agencies		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
<p>We will apply for at least two Transversal and Comenius training events targeting education decision makers during the lifetime of the project. These will encourage new people and organisations to learn about the project and engage with the results. One of the events will be in English and from previous experience we expect about 15 participants.</p>			

Deliverable number	30		
Title	PM4 - Sustainability		
Type of outcome / product / results	Agreement amongst partners on project sustainability		
Delivery date		Dissemination level	<input type="checkbox"/> Public <input checked="" type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN		
Target languages	EN		
Description (limit 1000 characters)			
<p>This will take place in Hungary in month 20 and be for 8 participants from the project partners. The main aim of the meeting will be to ensure the sustainability of the project results. We will review our Dissemination and Exploitation Plan to ensure they are providing effective results. We will also reach a formal agreement on the RWL Europe Network that will be established once the project has been completed.</p>			

Deliverable number	31		
Title	Engaging decision makers		
Type of outcome / product / results	Records of meetings attended		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input checked="" type="checkbox"/> Event <input type="checkbox"/> Other		

Language versions	EN, DE, CZ, SL, IT, HU
Target languages	EN, DE, CZ, SL, IT, HU
Description (limit 1000 characters)	
Each partner will establish links with at least three 'gatekeeper' organisations such as government ministries and subject boards. The aim will be to exploit the results to statutory education providers and encourage them to support and implement the results of the RWL Network.	

Deliverable number	32		
Title	Best practice case studies		
Type of outcome / product / results	Completed best practice case studies		
Delivery date		Dissemination level	<input checked="" type="checkbox"/> Public <input type="checkbox"/> Restricted to other programme participants (including Commission services and project reviewers) <input type="checkbox"/> Confidential, only for members of the consortium (including EACEA and Commission services and project reviewers)
Nature	<input checked="" type="checkbox"/> Report <input type="checkbox"/> Service / Product <input type="checkbox"/> Demonstrator / Prototype <input type="checkbox"/> Event <input type="checkbox"/> Other		
Language versions	EN, DE, CZ, SL, IT, HU		
Target languages	EN, DE, CZ, SL, IT, HU		
Description (limit 1000 characters)			
Each working group will produce a series of best practice case studies to both support their recommendations and to demonstrate to others how they can be implemented. Each case study will offer practical support and guidance, showing how outdoor learning can be improved. The case studies will include relevant pictures and activities to enable others to exploit them. We plan at least 6 case studies to be produced by each working group.			

G.3 Consortium partners involved and resources required to complete the work package

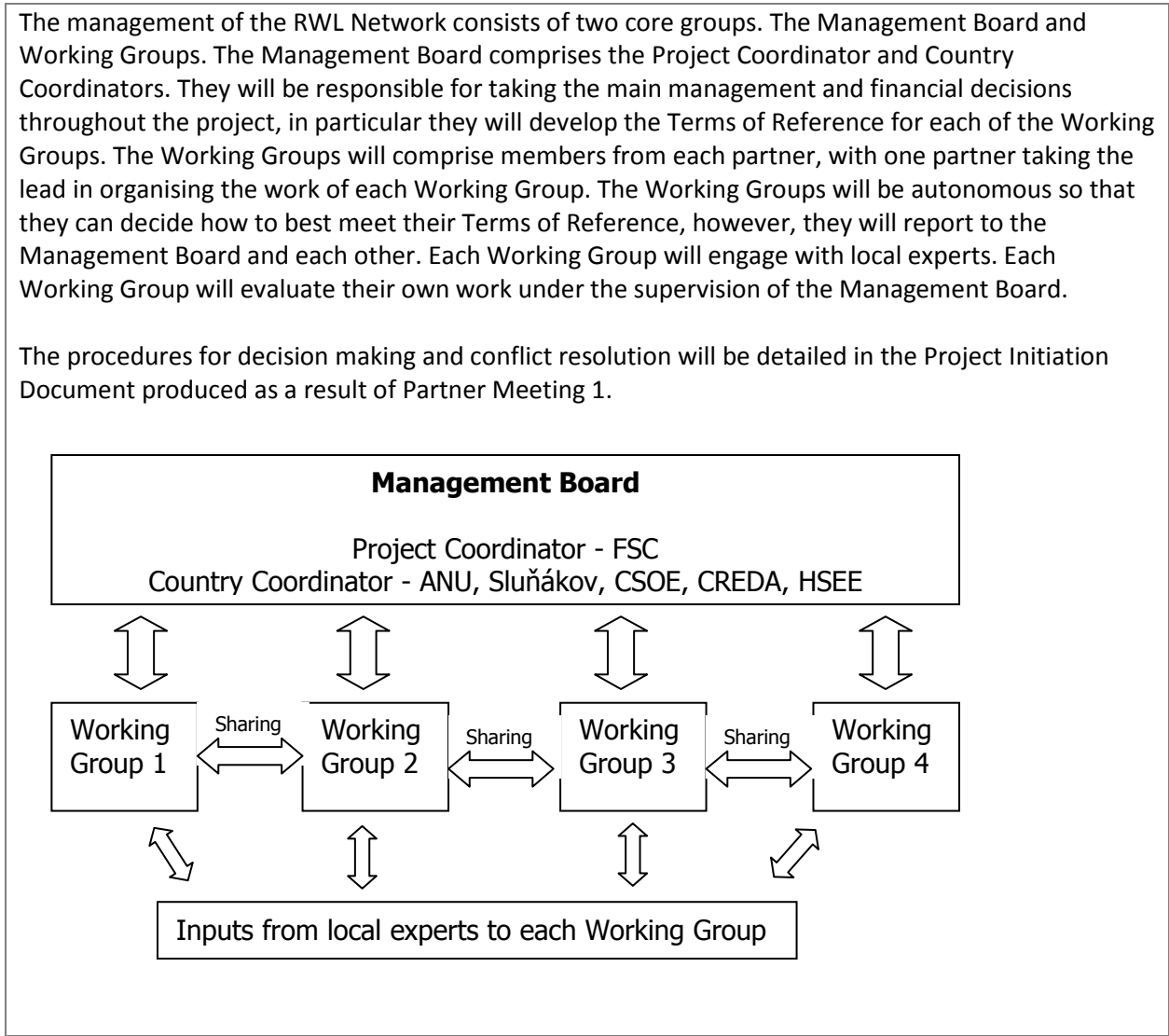
Please add lines as necessary.

Indicative input of consortium staff - The total number of days per staff category should correspond with the information provided in the budget tables.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category 3	Category 4	Total	
Lead partner	P2	DE	ANU		25			25	Lead the exploitation work package. Put RWL Network information on the organisation website, promote RWL Network at conferences and through national networks and media. Run training events and engage with education decision makers.
	P1	UK	FSC		25			25	Put RWL Network information on the organisation website, promote RWL Network at conferences and through national networks and media. Run training events and engage with education decision makers.
	P3	CZ	Sluňákov		25			25	Put RWL Network information on the organisation website, promote RWL Network at conferences and through national networks and media. Run training events and engage with education decision makers.
	P4	SL	CSOE		25			25	Put RWL Network information on

								the organisation website, promote RWL Network at conferences and through national networks and media. Run training events and engage with education decision makers.
P5	IT	CREDA		25			25	Put RWL Network information on the organisation website, promote RWL Network at conferences and through national networks and media. Run training events and engage with education decision makers.
P6	CZ	Sluňákov		25			25	Put RWL Network information on the organisation website, promote RWL Network at conferences and through national networks and media. Run training events and engage with education decision makers.
P7	UK	CLOtC		5			5	Put RWL Network information on the organisation website, promote RWL Network at conferences and through national networks and media. Run training events and engage with education decision makers.
Total				155			155	

Please explain how the overall project management will be implemented making specific reference to the management structure of the partnership, how decisions will be taken and how the partnership proposes to ensure permanent and effective communication and reporting (limit 1000 characters).



Tasks that will be subcontracted

Please add lines as necessary.

Partner responsible for entering into a sub-contract with a sub-contractor	N° days (where appropriate)	Brief description of task
P(n)		

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)", "equipment" and "other" (limit 3000 characters).

The **Staff costs** are detailed above and in the budget – all staff salaries are consistent with EU guidelines. All the time for the Project Coordinator, Project Assistant and Project Coordinators for the whole project are listed in the Management Section. We have included 25 days staff time to undertake the exploitation work.

Travel and subsistence – travel and subsistence costs for the Project Coordinator and Country Coordinators, total of 8 people, to attend Partner Meeting 5. The meeting will last three days. We have allowed costs to travel for exploiting the results of the project.

Equipment – none required for this work package.

Subcontracting – none required for this work package.

Other costs – we have included costs for translating the case studies into each of the partner languages. Associated design costs to ensure a common style and format are also included.

Third country participation

(where applicable)

Please complete this section if the application includes participation from third country partner(s). It must contain only information relating to organisations in third countries and their activities.

PART H. Organisation and activities

This part must be completed separately by each third country organisation participating in the project.

Third country partner number - **P x** [P1 – Pn]

Organisation name	
--------------------------	--

H.1 Aims and activities of the organisation

Please provide a short presentation of your organisation (key activities, affiliations etc.) relating to the domain covered by the project.

Please describe the role of your organisation in the project. Provide information on the operational and financial management of the project within the organisation (limit 3000 characters).

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H.2 Technical capacity: Skills and expertise of key staff involved in the project / network

Please add lines as necessary.

Name of staff member	<i>Summary of relevant skills and experience, including where relevant a list of recent publications related to the domain of the project (limit 750 characters per person).</i>

PART I. Work plan and work packages

I.1 Added value of the third country participation

Please describe the added value that the third country participation will bring to the main project in terms of project outputs/results, the impact on the target groups in the main LLP application, the choice of partners and value for money. (limit 2000 characters)

IMPORTANT: Sections I.2, I.3 and I.4 should be duplicated and completed together for each work package.

I.2 Identification

Please describe the activities that will be undertaken by the partner organisation(s) in third countries following the logic of the work packages already established in the main application form. Activities that are **additional to existing work packages** should be completed using the existing work package number. **New work packages** need to take a new work package number. All the information presented in this section should relate to the activities of the third country participants only.

Work package number		Work package title	
Work package type	<input type="checkbox"/> Management <input type="checkbox"/> Implementation (the substance of the work planned including production, testing, etc) <input type="checkbox"/> Quality Assurance (quality plan) <input type="checkbox"/> Dissemination <input type="checkbox"/> Exploitation of results		
Start <i>Month number</i>		End <i>Month number</i>	Duration <i>in number of months</i>
Description of the third country partner activities in the work package (limit 2000 characters).			

I.3 Deliverables – outputs / products / results

Please specify any additional deliverables that will be produced by partner organisation(s) in third countries.

Please add tables as necessary.

Deliverable number	
Title	
Type of outcome / product / results	
Description (limit 500 characters)	

I.4 Consortium partners involved and resources required to complete the work package

Please include only the partner organisation(s) in third countries.

Please add lines as necessary.

	Partners involved	Country	Short name	Number of staff days					Role and tasks in the work package
				Category 1	Category 2	Category	Category 4	Total	
Lead partner	P(n)								
Total									

Explanation of work package expenditures

Please explain and justify budget items included in the detailed budget that relate to third country organisations working on this work package, specifically, where relevant under the headings: "travel and subsistence (of the staff of the consortium)" and "other" (limit 2000 characters).

