MP4 WP1 Transnational Learning Mid-Term Monitoring Report

Final Report

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MP4 Project – Transnational Learning Mid-Term Monitoring Report

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I – INTRODUCTION AND OVERVIEW

An important aspect of Interreg projects is their "transnationality" – the exchange of knowledge between partners from different countries, which are exposed to each others' practices, understandings and contexts, in an interactive process. As a result, practitioners and academics should learn from each other, being able to: understand how "practices" and "values" co-exist within a specific context, reflect upon the similarities and differences to their own realities, and extract aspects or lessons about what could be applicable or should be avoided in their own contexts. This is what we call "transnational learning" (TL).

Within the MP4 project, the Heriot-Watt University (HWU) team was responsible for developing a transnational learning strategy.

This report explains what was proposed – activities, tools, and timetable, what took place during the first three years of the project, and more specifically reports on the mid-term monitoring of the implementation of this strategy, via interviews.

Section II sets out the Transnational Learning Strategy that was proposed, which was based on a critical socio-constructivist pedagogical model; a sequence of learning from the individual to organisations and networks; and a combination of face-to-face and online tools to facilitate reflection and exchange. This section also describes the practical issues that affected the implementation of this strategy, and how it was adapted.

Section III describes the interviewing process that was used to compile this report. Though the individuals who were interviewed for this monitoring exercise are identified in this section, which shows the spread of 'voices' used across all partners in the project, their views are kept anonymous in the way the findings and conclusions are written up.

Section IV provides an account of the findings from the interviews. The first issue covered is the interviewees' initial learning expectations. This section then goes on to the actual lessons project participants have learnt so far, which fall within the following key categories: project management and process, evaluation of practice, stakeholders' participation, and the concept of place-keeping. Future learning expectations are then addressed. Findings on the learning process are then presented, covering specific face-to-face and online activities, as well as the general learning process. This section ends with the dissemination activities carried out by partners, both internally

within their organisations and externally, and suggestions for further improvement of such dissemination.

Finally, Section IV provides conclusions and recommendations. Considerable learning has taken place during the project development so far within the categories presented in Section III, though not necessarily in the way that was anticipated. The practicalities of place-keeping, based on a tangible definition, are a key focus for the interviewees. Face-to-face and active learning are the preferred learning methods, though there would have been scope for more ownership and use of the online learning facilities if the web-based platform for this had been set up earlier. Recommendations for more intensive use of the web-based platform in the final year of the project are made; in addition, a pre-available platform for all Interreg projects would help future projects in this regard. Further expansion of dissemination is desirable. Externally oriented dissemination activities are already being planned, but development of clear internal dissemination strategies within each partner organisation and the discussion of these would be advisable. Finally, for transnational learning to be effective it needs to be championed by the project management and actively recognised and engaged with by all partners.

II – THE TRANSNATIONAL LEARNING STRATEGY AND ITS EVOLUTION

II.1 The proposed Transnational Learning Strategy

II.1.1 The framework

In the MP4 project proposal, the Heriot-Watt University team took on the responsibility for the organisation of the Transnational Learning process. Therefore, in the first project meeting in Sheffield (Nov 2008), the HWU team presented an initial idea for a Transnational Learning Strategy[1], which proposed a pedagogical approach and general framework, with the following basic elements:

- a critical socio-constructivist pedagogical model[2], with a learner-centred approach, promoting individual cognition but also collaborative reflection, and emphasising the importance of context (local, national & transnational) in the production of knowledge;
- a learning process that should start with the individual, being enhanced via the collaboration within her/his internal MP4 team and within the overall MP4 partner team, and disseminated towards the individuals' organisations and beyond: to other individuals, organisations and networks locally, nationally and transnationally;
- and using a combination of face-to-face and online tools for:
  - individual reflection: learning logs (paper based and/or online);

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[1] Pereira, M. and Smith, H. (2008) "Transnational Learning". Presentation at the MP4 project partner meeting in Sheffield, 26-27November 2008.
[2] Based on Pereira, M. (2001, 2000): Pereira, M. (2001) 'Pedagogical principles in web-based learning'. Proceedings of the Telematica 2001 Web-Based Education Conference, St. Petersburg, Russia, June 18th –21st 2001; and Pereira, M.A. (2000) 'ArchCAL: a conceptual basis for the application of information technology into learning and teaching technical subjects in architectural education'. PhD Thesis. University of Sheffield, Department of Architectural Studies.

- o collaborative reflection in internal teams: meetings, own discussion groups (e.g. wiki area) – collaborative synthesis formulation, knowledge re-contextualisation ;
- o collaborative reflection within the organisational context: organisations' communication strategies – e.g. internal e-newsletters and meetings;
- o collaborative reflection within the overall MP4 team: face-to-face meetings, online environment – e.g. online discussion groups in Learning Labs, e-newsletters – activities to develop common understanding and generalised & de-contextualised knowledge + re-contextualisation;
- o exchange among institutions & extension of the discussion to other regional networks and regional stakeholders: conferences, project newsletters, participation in local, regional & international events (dissemination).

II.1.2 The web-environment

Having international partners who would have limited opportunities to meet face-to-face due to distance and partners' other commitments, it was obvious that the use of an online environment for communication and exchange of ideas, experiences and resources to support the Transnational Leaning process was essential. Therefore, in January 2009, the HWU team prepared a proposal for the design and use of a web environment for the project[3]. This document explained the rationale for the use of the web environment and suggested forms of access, structure, forms of interaction, tools and processes, which would be assessed and refined by an initial user survey, aiming to identify the project partners' needs and expectations as well as their time availability and IT resources and skills. The proposed web environment would have as main basic features a *Project Web Hub* – the main project website, translated into the different languages of project partners, with external access, but also providing a hub connecting to different resources:

- to the *internal web environment* where the project team could exchange knowledge and resources would be available, using different tools (online library, discussion fora or learning labs, learning logs for individual reflection, administrative tools);
- to *wiki pages*, in different languages, which could be used as instruments to promote user participation in different aspects of the project, allowing local communities as well as local partners and networks to discuss local issues and how to deal with them; the use of the wiki would be facilitated by the individual partner organisations.

On the 12th January 2009this proposal was sent to the project lead partner, who had provided positive feedback. A meeting that was organised in Sheffield to discuss it with both the project manager and the potential web developer had to go ahead without the MP4 project manager due to her unavailability. The prospective web developer could not commit at the time to implementing the proposal because of the contracting party not being present. Development was postponed until MP4 project management was normalised. The website was made available for user registration in December 2009 (Copenhagen partner meeting) and the online Learning Labs and Learning Logs were made available in June 2010 (Emmen partner meeting). The web environment was developed later on using an already existing platform, without a previous survey of user needs and expectations, but

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[3] Pereira, M. and Smith, H. (2009) *Proposal for "Web-based interactions to support Transnational Learnining".* March 2009, SBE, Heriot-Watt University.

incorporating some suggested features such as the online library and learning labs, although these were not exactly developed as initially planned.

II.1.3 The process

In February 2009, a detailed draft of the Transnational Learning Strategy[4] was prepared to be presented and discussed in the Gothenburg Partner Meeting (May 09). The strategy proposed to develop the transnational learning process via different **stages** which would take place during the project and would be defined by each partner meeting, with each stage starting immediately after a partner meeting (see Figure 1). **Themes** would be used as a basis for the transnational learning strategy and would be explored at the different **stages** of the project. Tasks, outcomes and a timeframe were suggested for each stage until the end of the project. As **face-to-face meetings** were considered a fundamental part of the learning process, this strategy proposed the existence of **Transnational Learning workshops** in every **partner meeting**, where an evaluation and wrap-up of the Learning Labs previous experience would take place as well as the discussion and preparation for the next TL phase, with agreement on the proposed theme.

II.2. Changes in the project management context and adaptations to the TL strategy

However, in April 2009 the new overall project management made last minute changes in the structure of the partner meeting in Gothenburg, where the TL Strategy was not given the prominence and time necessary to ensure it was prioritised and supported from the early stages of the project. The workshop for the presentation and discussion of the Transnational Learning Strategy was reduced to a fourth of what had been planned and this, added to the general climate of instability in the project due to discontinuity in project management, led to partners not being able to fully understand the proposal due to the limited time to explain it; and to an initial negative reaction from some practitioners, who felt they would not have time to get involved in online activities. In response to the loss of the initial rapport and support from the project leaders and to delays in the effective involvement of the web developers, the HWU team resorted to developing a simplified Transnational Learning Strategy[5], which had to be adapted according to the circumstances along the way.

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[4] Pereira, M. and Smith, H. (2009) *MP4 Transnational Learning Strategy. Draft Proposal.* February 2009, SBE, Heriot-Watt University.

[5] Pereira, M. and Smith, H. (2009) *MP4 Transnational Learning Strategy.* July 2009, SBE, Heriot-Watt University.
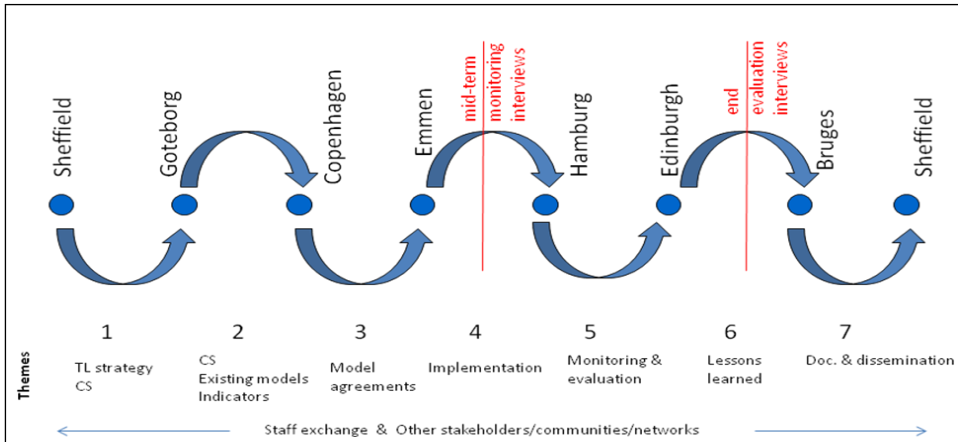
Figure 1: Phases of the originally proposed Transnational Learning Strategy (July 2009)

A further change in project management in mid-2010 led to renewed support for the TL strategy, and the HWU team further adapted the TL strategy to recover elements from the initial proposal insofar as was possible. In May 2011, during the Edinburgh partner meeting, a revision of these phases was proposed as shown in Figure 2 below:

Figure 2: Revision of Transnational Learning Strategy phases (presented at the MP4 partner meeting in Edinburgh, May 2011).

III – METHODOLOGY FOR THE MID-TERM MONITORING OF TRANSNATIONAL LEARNING
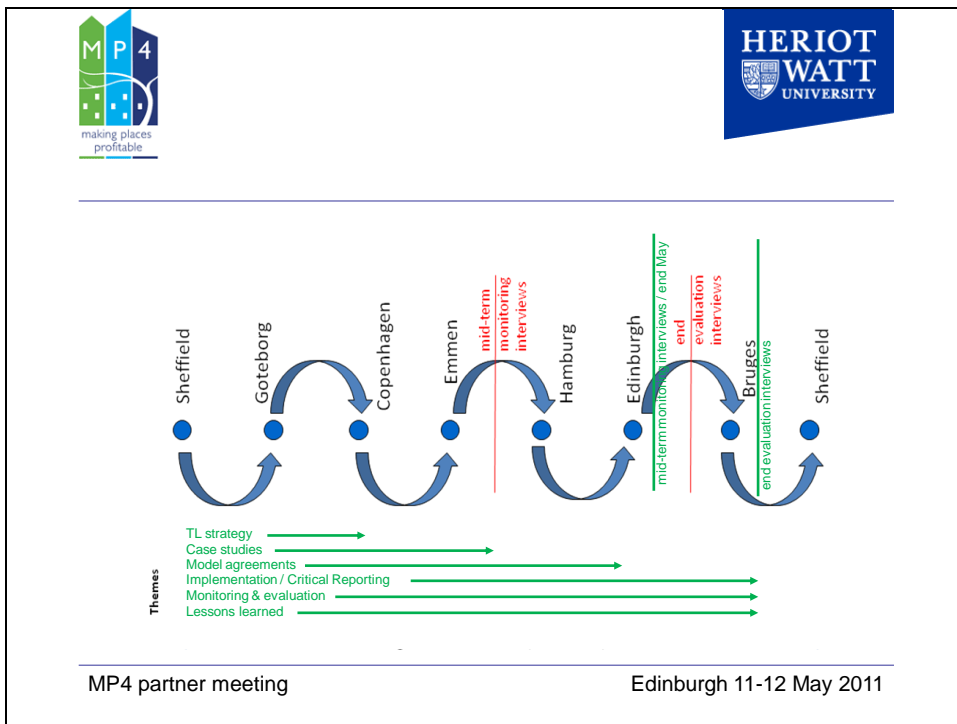
Mid-term monitoring of the transnational learning – regarding the content, process and its dissemination – was undertaken through interviews with MP4 staff. The objective was to have a picture of what has been working within the used approach, what has not been working and why, as well as what should be improved and how.

Individuals from each MP4 project partner team were chosen to take part according to their time working within the project, as an objective was to interview those who had been in the project the longest time possible and, therefore, had experienced most of the project phases. In some cases it was possible to interview individuals who had recently left the project (Liv Sonntag & Hendrik Vermeulen). The full list of 18 interviewees is shown in Table 1 below.

Table1 - Interviewees: MP4 partners

Partner Organisation	Interviewee
Emmen	Wobbe Kantoen, Paul Blaauwgeers, Wietse Hermann
Gothenburg	Jakob Andreasson, Liv Sonntag
Hafen City University	Stefan Kreutz
HWU	Marilyn Higgins, Scott Fernie, Angela Hull
Lawaetz Foundation	Ulrich Schenck, Beatrice Barelmann
SYFP	Sara Parratt-Halbert
University of Copenhagen	Christian Lindholst, Cecil Konijnendijk
University of Sheffield	Mel Burton
VLM	Hendrik Vermeulen, Sabine Gheysen, Thomas Allemeersch

Semi-structured interviews were carried out by two members of the HWU team (Marcia Pereira & Harry Smith) via telephone or Skype, mostly from late May to mid-June 2011. The interviews were structured around the following themes: content, process and dissemination (these are explained in the sub-sections below). Within each of these themes there were open questions, which attempted to collect individuals' opinions and perceptions of their learning regarding content and process, how this learning has been disseminated, and how all these could be improved (see interview guide in appendix A).

IV – FINDINGS

IV.1 Content

By content we mean the object of learning or "what" is learned. According to the transnational learning strategy, the learning content should be commonly generated within the project, consisting of (a) more formal content produced by collaboration between academics and practitioner partners such as literature review, case studies, model agreements analyses, reports, evaluations, presentations; and (b) more informal content generated by discussions face-to-face and online in the learning labs, site visits, workshops, telephone conversations, etc. The formal content tends to generate "passive learning" to those who read it (e.g. reading a case study written by someone else), but the process of producing that content can generate "active learning" (e.g. while producing a "case study" the author visits places and carries out interviews with stakeholders; or producing a "critical report"). There is more interaction in the production of "informal content" and thus "**active learning**" takes place in the process.

We asked people what they expected to learn during the project, what they felt they have actually learned and what they still expect to be able to learn within the project. Having this information we hope to be able to not only find out where the learning was successful or not, but also to help focus more during the remainder of the project on what most people want to learn about.

IV.1.1 Initial learning expectations

Most people expected to **learn from each others' approaches** and different practices, being able to exchange ideas, seeing different perspectives to be able to evaluate their own practices. This is true for practitioners and academics, with the latter wanting also to learn more about how things work on the ground and how to produce project outputs which are relevant to practitioners.

Learning about **place-keeping** was the second most cited expectation: what it is; how has it been implemented (methods and the evaluation of these); how can it be integrated into planning and design processes; "is there an integral method" where the collaboration between residents and professionals has an important role?

Partners also wanted to learn more about other **forms of collaboration and partnerships**. Some responses were more focused on issues of **governance** and **participation**; others more specifically on the **collaboration between residents and professionals**, with some stressing "**community participation**", while others wanted to learn more on the different types of **stakeholders** in general, with one specific mention of **private stakeholders**.

IV.1.2 Lessons Learned

An open question about what had been learned was asked. The wide range of responses has been classified into themes here, presented under appropriate subheadings as follows:

IV.1.2.1 Project management and process

Clear lessons seem to have been learned regarding project management. "It takes a long time to understand each other in transnational cooperation, when people only meet every few months – the **management of the project is essential**".

Although the project and its management went through difficult times, there seems to be a common view that the team grew and learned a lot about the **process**, including the challenges it had to respond to.

Lessons learned about **project management** were:

- **good project management is essential from the start**: there is a need to develop a **common understanding** and **clear goals** from the beginning of the project, including the importance of having a **realistic and well defined** project proposal ("someone/group [management] that retains an overview of the whole project and the overall project outputs and how all the bits fit in place" is fundamental);
- the importance of continuity in the lead partner;
- the importance of having a clearly strong, but flexible and inclusive lead partner;
- the importance of separating management decisions (to be taken in a **steering group**) from the overall project development and discussions, which are discussed in the partner meetings;
- the relevance of the commitment by all partners and the support of their respective organisations (which is facilitated by the understanding of what the project is trying to achieve and what the outcomes are as well as of the real expectations of each partner team);
- making academic work clear, accessible, interesting and useful for practitioners takes time and effort;
- rewarding collaboration was developed between academic partners;
- collaborative work: "having clear areas of work/responsibilities but also openness and willingness to contribute to each other's work".
- the need for time to know and trust each other: "time to work in smaller groups as well as the bigger meetings to get to know people, places, context and ways of working", therefore, the relevance of **active learning**, **teamwork** and **personal skills** when working in international teams;
- the usefulness of the academic-practitioner pairings;
- finally, there also seems to be a view shared by many that the team learned the **process** of how to work together and would be able to perform much better in a future common project.

IV.1.2.2 Evaluation of practice

It was said that a lot was learned from looking at the way others do things, which encourages self-reflection on one's own **practice**, evaluating it from a different perspective, and learning new concepts (e.g. shared space). Some interviewees reported their personal development, saying they have learned a lot personally and have developed confidence during the project. Some specifically mentioned having learned about project management and more particularly about EU and Interreg project management, but others were not specific.

IV.1.2.3 Stakeholders' participation

The realisation of the importance of **stakeholders' participation**, taking part in the decision making process and assuming responsibilities, as well as of the benefits this participation can bring (e.g. facilitating the project development, generating a feeling of ownership), were cited as important lessons learned. Some interviewees missed more focus on **private** stakeholders as it was perceived that there was more discussion on **community** participation, while others realised the need to bring together **professionals** and **community** members. Moreover, there is a growing understanding of how fundamental it is to **involve different stakeholders early on in the process** (planning & beginning of design process). Different methods which can facilitate participation were learned (e.g. e-mapping, sociotop, and other different experiences discussed during the Joint Planning Group in Bruges and elsewhere) as well as forms of organisation (e.g. "Friends of" groups, BIDs). However, it was clear that there is a common lack of funding for, or investment in, "place-keeping", while more resources are available for "place-making" and facilitating participation in this.

IV.1.2.4 Place-Keeping

There is a realisation that the **concept of place-keeping** is very complex and not easy to grasp, but there is also an impression that partners are increasingly becoming more familiar and confident with it. Some said they are now more capable to identify **similarities** as well as **common challenges** faced by partners to implement place-keeping, having also an understanding of the **importance of local context** in this process. There is, however, a feeling that there is much more to be learned about **place-keeping** and, mainly amongst the practitioners, a concern that this can only be fully achieved with the conclusion of the pilots.

IV.1.3 Future learning expectations

Learning about **place-keeping** (PK) is an important issue for most interviewees. There is a general feeling that we have not learned enough about it yet. Some think the concept is difficult to grasp and others believe this will only really take place when the pilots are finished. More specifically, interviewees want to learn the following:
- a definition of place-keeping;
- a well defined place-keeping process / step-by-step guidelines – a timeline: what needs to be done and when – how to implement the physical and social aspects of PK;
- how to deal with daily problems involved in the implementation of PK;
- how to consider place-keeping when designing, e.g. more on choice of appropriate materials and plants how to achieve long-term involvement of different stakeholders: individuals, communities, private sector, different organisations within the public sector;
- how to influence decision-makers and get them involved in PK;
- how to carry out successful pilot projects, including guaranteeing successful future maintenance collaborations/partnerships or successful PK partnerships within pilot projects;
- how to successfully monitor and evaluate PK;
- more on other experiences of PK, different types of urban planning and management of urban spaces;
- what the real relevance of **context** in the implementation of PK is, what **similarities** there are;
- academics want to learn what role they could have in helping develop partnerships for PK as well as learning more from the daily experiences of practitioners.

I learned that we need to think about place-keeping from the beginning of the project and we now take this reflection into

> *account in our projects, such as in choosing materials [...] and involving people in the project to discuss place-keeping. We already learned methods to involve them in the place-making, but not exactly in how to participate in the maintenance.* (Practitioner)

Regarding the **pilot projects**, it was also mentioned that it would be good to further explore the synergies among them, having more exchange of ideas and experiences.

Those who have a stronger interest in **project management,** and more specifically in the context of EU projects, want to learn more about:
- what the impact of a EU project is on practice;
- what needs to be done in a EU project to facilitate learning and influence practice;
- how to successfully bring a project to an end with high quality outputs;
- how to successfully carry out communication and dissemination of a project.

IV.2 Process

In this section we look at the learning process, how it took place, where and when, the usefulness of the different methods and tools used, and how these can be improved.

IV.2.1 Face-to-face

Face-to-face learning opportunities are those where partners meet physically in the same space, on occasions such as partner meetings (PMs), joint planning groups (JPGs), staff exchanges (SEs), and others such as internal meetings and conferences (e.g. Bruges Conference, Hamburg Conference).

IV.2.1.1 Partner Meetings

Partner meetings (PMs) were said to be one of the most important opportunities for learning. There is a view that they have undergone a great improvement, mainly after the creation of the Steering Group to deal with more administrative issues and after the introduction of more focused discussions on pilot projects via the presentations of critical reports. However, most of the interviewees believe the PMs can still be improved, as suggested below:
- there should be **more time** for partner meetings;
- there should be **more focused discussions** on specific themes and more focus on **place-keeping**;
- there should be more time for discussions of **pilot projects**, with shorter presentations of critical reports and more time for discussions about them;
- there should be more **active learning** in partner meetings with more **workshops** and more opportunity for discussions in smaller groups that can report to the bigger group, or using pairings for discussion that then report to the bigger group (this should vary according to size of the bigger group);
- partner meetings should be **combined with a Joint Planning Group or Staff Exchange** – a good opportunity to learn on the ground;

- **key learning points** from partner meetings should be summarised and disseminated on the website;
- format suggestions from different interviewees were:
  - **one whole week** for the meetings, from Monday to Friday, reserving Monday morning and Friday afternoon for travelling, and having the following structure:
  - 1 day for Critical Reporting on the pilots;
  - 1 day to visit a partner project (visit the site, speak to local people and stakeholders);
  - 1 day for wider MP4 questions – what have we learned and how we can integrate this on what we have to deliver;
  - 1 day to discuss administrative aspects at the Steering Group meeting.

IV.2.1.2 Joint Planning Groups

We have called two events JPGs during the project so far: one in Bruges and one in Emmen. These meetings, however, were very different in nature and organisation. The JPG in Bruges (1-2 Dec 2009) took place over two days and consisted of: (a) day one – initial presentations of the pilot project by VLM, by the local mayor and the architect, followed by a visit to the site and surroundings with professionals from VLM, the municipality and the architect, plus observation by MP4 partners of a presentation of the project to the local community in the evening; and (b) day two – discussion of the pilot project and of what was observed the day before in large group, followed by discussions of the pilot's challenges and suggestions in smaller groups, and a final discussion of suggestions and final conclusions in the larger group . The JPG in Emmen (May 2010) was combined with the Partner Meeting and consisted of: trips to different places in the Municipality of Emmen where people involved in different projects explained their work; a meeting in Barger Compascuum, where we had the opportunity to speak to members of the local representatives' group; as well as presentations on the Emmen Revisited organisation, projects and processes. Perhaps, as a result of the differences between these two events, there seems not to be a clear common view of what a Joint-planning group (JPG) is. Most of the interviewees were present in one or both JPGs, and were able to base their responses on their experiences.

JPGs were said to have been useful in the following ways:
- JPGs allow visits to the site of a project, discussing specific issues, and meeting people directly involved in the project development, which promotes a better understanding of the project and its main issues as well as of the local context;
- Bruges: it was considered very well organised, and seeing the limited success in involving residents allowed for an interesting next day discussion of ideas and community involvement methods employed by different partners in different countries;
- Bruges: it involved a large number of practitioners, who could sit around a plan and work together in small groups, generating interesting ideas;
- Emmen: it was considered a good opportunity to learn how Emmen Revisited works and how they involve citizens in place-making;
- VLM staff involved in organising the JPG in Bruges felt that the partners' contributions to the discussion of the pilot were so interesting that they were immediately used in other projects

– e.g. organising participation (working with small groups, allowing people to discuss around a plan, etc.).

Suggestions for improvements of JPGs were:

- time should be used wisely, with visits and discussions which are directly relevant to MP4;
- practitioners should be encouraged to participate, with one suggestion being to include time for the involvement of professionals from the municipalities in the project budget;
- focused discussions in small groups around a plan and aiming to answer specific questions should take place;
- participants should be aware of the specific context of a country and avoid making general comparisons which are not appropriate;
- presenters should be well prepared;
- there should be time for other partners to share their experiences;
- there should be enough time for feedback and discussions (including in small groups) - the JPG in Emmen was considered a good opportunity for presentation of projects, providing a better understanding of their work, but it was felt that there was not enough time for effective discussion of the projects and other partners were not able to contribute with suggestions and ideas for improvements or to discuss how transferrable the ER model is;
- JPGs should be opportunities to learn how to solve problems (e.g. a lot was learned about the Emmen context, but there were no discussions around how to solve specific problems);
- JPGs could be complemented and supported by online resources, which should be more visual, such as photos, videos, planning documents and GIS, as multimedia material would be very useful to overcome the language barriers;
- each partner could be asked to write a 2-page report on what we learned from the visited project, with suggestions on how to overcome challenges as well as recommendations and suggestions (e.g. tools which could be applied to the specific context);
- JPGs should happen more often and in-between partner meetings.

> *[...The Emmen JPG] should have been more focused [on the pilot project].   [...] It wasn't enough about place-making and place-keeping. We needed more about the specific projects, the issues and problems on creating a space like the [Village Centre], to be able to use the knowledge in my context. The language barrier is an issue as well, [we should be able] to sit down with the local community, to find out how the community work with professionals, to be able to sit down with the plans and discuss solutions adopted: why and how. It would have been good to discuss the real problems.* (Academic)

> *Practitioner partners try to do the minimum involvement in the project, and their interest is most in the money for investment in the project, and although JPGs is also interesting for them, it is at the bottom of the priorities.* (Practitioner)

IV.2.1.3 Staff Exchange

Although "staff exchange" (SE) is mostly used to name the process whereby someone from one organisation goes to work at another organisation for a period of time, the term is used in a broader way in MP4 to designate events of shorter duration, when only certain partners get together to discuss a very specific issue. Examples of these have been: (a) VLM, HWU and UoS met in Edinburgh to specifically discuss how to carry out the evaluation of pilot projects in WP4; (b) UoS, UoC and SYFP met in Sheffield to discuss the use of, and apply, the e-mapping methodology in Sheaf Valley Park; (c) UoC and Gothenburg had exchanges to explain and apply the *e-mapping* and *sociotop map* methods.

Almost half of the interviewees have not taken part in a staff exchange (SE) event, but the ones who took part in SEs found the experience(s) to be very relevant and rewarding, because they were considered to be good opportunities for:

- in-depth discussions in-situ [when methods were applied on site], face-to-face and therefore very effective;
- more focused exchange of ideas;
- receiving feedback on own practice (practitioners), methods, or own research (academics);
- learning about specific contexts, methods, processes, and project management;
- producing a final specific outcome.

Suggestions to improve SEs were: to have a systematised evaluation of these events, which could be shared with other partners; host partners should think carefully what could be a good very focused experience for SE, having a specific need and output. Moreover, it was said that SEs should happen more often within the project, mainly between practitioners, who would have the opportunity to see how each other works on the ground.

IV.2.1.4 Other face-to-face meetings

Almost all respondents said to have taken part in another type of face-to-face project-related meeting such as the project conferences (in Bruges and Hamburg), internal meetings, steering group meetings, or other forms of formal or informal meetings regarding MP4. These are discussed below.

IV.2.1.4.1 Internal meetings

Internal team meetings tend to be more about project updating and activities planning, but can also be good opportunities to reinforce what was learned during the project and also spaces for reflection on own practice and to discuss how ideas from acquired via MP4 can be put into practice in the local context. These were said to be mostly effective in relation to their aims and, therefore, do not need improvements. However, someone felt that their internal meetings could happen more often.

IV.2.1.4.2 Steering group meetings

Steering group meetings have been considered to be very efficient, although not necessarily opportunities for learning about place-making and place-keeping, as they are administrative by nature. Steering group meetings are considered to be very successful and well structured, with positive references being made to the way the project leader effectively manages them. Someone suggested reviewing the project action points and discussing how achievable they are.

IV.2.1.4.3 Conferences

The project has been discussed at two international conferences to date. The "Green Work(s)!" conference held in Bruges in October 2010 brought together six projects with a focus on green infrastructures and biodiversity in peri-urban areas – MP4 being one of these. MP4 organised two workshops within this conference. The "Place Matters! The management of open spaces" conference was MP4's own mid-term conference, held in Hamburg in December 2010, and used to

showcase the work being done within the project, and as a platform for debate on key issues being taken forward by the project. The general perception seems to be that the Hamburg conference was much more successful and effective for the MP4 project than the Bruges one.

The Bruges conference was shared with other EU projects and interviewees felt that the MP4 project did not receive the same space and dissemination during the conference as other projects, not being even mentioned by keynote speakers. MP4-related workshops and speakers were mixed up in the dissemination material and during the conference itself rooms were changed at the last minute, consequently ending up with reduced audiences. But one interviewee thought the conference had been a good opportunity to identify synergies with other EU projects.

The Hamburg conference on the other hand was mostly seen as a successful experience. It was smaller, focused on MP4, well-structured and organised, proving to be a great opportunity to have the contribution of a selected external audience (consisting mostly of especially invited guests/stakeholders) in the discussion of issues which are central to the MP4 project. The visit and talk on the HafenCity project was seen as very interesting, although someone mentioned it would also be useful to see a bottom-up view of the process, with the opportunity to speak to other stakeholders involved in the process (e.g. contractors, architects, firms, local planners) to find out how they worked together, how they dealt with the issues and conflict of interests in using the spaces, how they thought through these and had different negotiations, etc.

IV.2.1.4.4 Others

Other experiences were mostly informal. Informal discussions over a drink at the end of the day during a partner meeting, for example, were shown to be extremely rich opportunities for informal collaborative reflection. These kinds of informal conversations are considered to be extremely valuable learning opportunities by most interviewed partners.

IV.2.2 Online process

Online learning opportunities mostly take place on the MP4 web environment, be it via the Learning Labs (collaborative learning), Learning Logs (individual reflective learning) or through the exchange of information via other website tools, such as the Library; although it can also occur in a less structured way via exchange of emails.

IV.2.2.1 Learning Logs

Although all interviewees said they use the paper version of the Learning Log at the end of partner meetings and other face-to-face events, only less than half of them reported using the online learning logs, with only two making regular use of them. Most of the others have used the online version only once during the Emmen partner meeting in an induction workshop.

Even though most people realise the value of the learning log as an instrument of reflection and the usefulness of having the different learning logs all together online, where they can be easily consulted and not get lost, they also think it is difficult to find the time to log in to the web environment to use it. Only one person thought they were not helpful and perhaps should not be

used at all, as in his opinion meeting minutes are more useful to help one recollect what happened during a previous meeting.

Learning logs are considered useful as:
- instruments of self-reflection (also useful as a diary);
- to allow later comparison;
- to refresh memory (also useful as a basis for discussion with internal team later on);
- good guidance to reflect and report after the meeting, during the final evaluations.

Suggestions for improvement:
- learning logs should be filled in online after partner meetings instead of on paper (it would help people to get used to the process and realise how easy it is as well as its advantages, e.g. logs would not get lost);
- questions should be more open, as some people sometimes find it difficult to relate to them;
- reminders should be set up.

IV.2.2.2 Learning Labs

All respondents consider learning labs to be very useful; however, most find it difficult to use them, mainly due to lack of time. Around 22% of interviewees said they use the learning labs a lot, but 33% said they have never used them, the latter group mainly consisting of practitioners but also including some academics, which cite lack of time as a main reason. The other respondents said they use them sometimes, and one person said they mostly read posts but did not contribute to the discussion. It is relevant to cite that this data may change quite a lot with the creation of learning labs for the discussion of pilot projects which started in June 2011, as practitioners are being encouraged to post their own questions themselves and to facilitate discussions.

Learning labs are considered by interviewees to be useful as:
- they provide a good overview of discussions;
- one can better find where one can contribute;
- they provide a good record of project discussions all in one place;
- their constant use reduces the need for emails;
- they keep the discussion going in between face-to-face meetings;
- it makes it easier to keep track of discussions, when compared to email;
- they save time;
- they allow agreements to be reached before face-to-face meetings;
- they are helpful to document things and to facilitate the preparation of reports;
- they allow for people to contribute to discussions in their own time.

Suggestions for improvement of learning labs are:
- they should be better structured (e.g named);
- they should be easier to find;
- they could be more user-friendly: accessible with less "clicks", easier to navigate, and allowing for better visualisation of posts and responses when the user is writing her/his own contribution;
- setting up reminders (e.g. Outlook calendar reminder);
- participation should be more encouraged as the learning labs would be even more useful if

more people participated;
- need to discuss more practical matters to get practitioners more involved;
- and, finally, a suggestion for future projects: learning labs should be available for use at the beginning of a project – "It took a long time to be implemented and it didn't become an intrinsic part of the project. It didn't become a habit."

> *They [learning labs] are great. It is a pity that they were not setup at the beginning. It is very good to have the online discussions and they allow us to keep track of what is being discussed. Emails disappear, while online discussions are ongoing. When people are engaged it is good. It is good to have access to different opinions. It is also good to be able to add your contribution at your own time.* (Academic)

IV.2.2.3 Online library

Although considered to be an important tool to access resources, the online library has not been used very much. Most interviewees have used it, but mostly to quickly search for something. It may be that this is where its usefulness lies: to allow quick access to a specific document.

The online library is considered by interviewees to be useful as:
- it allows access to documents which help refresh the memory before meetings;
- it is a good place to find administrative documents, such as reports on Work Packages, meeting minutes, etc.;
- it is a good way to manage and store resources / documents;
- it is an easy way to find documents;
- it allows easy identification of the latest version of documents.

Suggestions for improvement of the online library are:
- it should be clearer how to find documents in the library: documents should be named clearly and using a common standard, which should be easy to understand and facilitate the identification of the document;
- and, for future projects: it should be made available at the beginning of the project so that, using it becomes a habit.

IV.2.2.4 Other website resources

Most of the interviewees have accessed other website resources, either internally within the partner zone (accessed only by those with username and password) or resources available on the external part of the website.

Information users mostly looked for was on case studies and about other partners, including the pilots. Other than that, the "calendar", the literature review, and the "downloads" section to access newsletters, were also especially mentioned.

These website resources are considered useful by interviewees:
- to find information on partners and pilots;
- to look for dates of events (calendar);
- to access case studies, which are considered particularly valuable;
- to access reports; and
- to show to visitors and students, and use the material to explain the project, concepts, and

experiences.

Suggestions for improvement of these other website resources, as well as for the website in general, were given as follows:
- the website needs to be better structured and clear;
- texts on the website should be shorter;
- the open (external) part of the website should be aimed at a wider external audience and better used for communication and dissemination of the project;
- it should be easier to find information on the website;
- the calendar should be regularly updated to encourage people to use it;
- the whole website should be updated more often;
- documents available for outsiders need to be even more clearly stated and named;
- it would be a good idea to have the GoogleTranslator button on the homepage; and
- access to documents/information should be improved: at the moment, one needs to go through too many clicks to find something.

Finally, there are also relevant suggestions to be applied in future projects:
- to be an intrinsic tool in the project, the website should have been available at the beginning of the project;
- the purpose of the website should be defined at the beginning of the project, within a common discussion among partners;
- the whole website should be integrated into a wider Interreg website, with one login system for all projects – this would be part of a system or web environment which would recognise to which project the user belongs and give her/him access to the relevant areas and resources – "people would get used to the way the system works and would have to remember only one login information" (practitioner). Adding to that, someone suggested a common library which would be shared by all Interreg projects.

> *It would be good if Interreg provided a common platform to all projects with individual areas for each project. Even a common library could exist.* (Academic)

IV.2.3 General Process

Interviewees were asked about the general learning process during the development of the project, where they felt they learned most and what they think should be improved regarding the learning process and learning opportunities.

Respondents mostly feel they learn better during **face-to-face events** and more specifically when they are able to have **active learning**, as seen below. They said they learned more in the following situations or events:
- in formal and informal face-to-face situations
  - formal: partner meetings (especially mentioned was the Edinburgh PM with presentation of critical reports), seeing examples in site visits and face-to-face meetings before and/or after site visits, where there is opportunity to discuss what is seen, such as in JPGs (especially mentioned was the JPG in Bruges and staff exchanges); in SG meetings (about project management); in workshops rather than with presentations (especially mentioned were the Hamburg partner meeting and

conference with interesting workshops, external participation and site visits);
  o informal: over a drink in the evening after face-to-face meetings;
- preparing critical reports;
- developing research on literature review, case studies, model agreements;
- in JPGs;
- via learning lab discussions;
- doing project management.

Therefore, suggestions for improvement of the learning process were mostly focused on the need for more "**active learning**", with more face-to-face activities, more time for discussions, workshops, site visits and exchange of experience, more JPGs and Staff Exchange activities; but all this within a **clear focus on MP4 issues** and more specifically on **place-keeping**, emphasising the importance of the work of the **lead partner** in organising these as well the responsibility of **each individual partner** to engage in these activities.

> *There should be more excursions and face-to-face meetings which complement these. Perhaps more JPGs. I had good previous experiences where meetings were focused on the specific project, with a visit to the implementation site. It takes a while to get to the grip of the discussion, but we can have more informed discussions after visiting the site. You can see the problems in practice. You get more inspired and more curious. We come back from these type of meetings with information and examples of the way people do things and what materials and solutions are used elsewhere, which we can share with colleagues.* (Practitioner)

IV.3 Dissemination

The dissemination of what each individual and team learns during the project to their working organisation and to other organisations and networks, nationally and internationally, is an important aim of the MP4 project and of any Interreg project. Therefore, we asked interviewees if they felt this was happening; if so, how and what were the effects of this dissemination which could be perceived; as well as how they could help disseminate the learning further.

IV.3.1 Internal dissemination

Most people believe that what they have been learning is being spread into their own organisation, in one way or another. Academic partners bring what they learn and experience into their teaching and/or supervision of student work, and co-writing papers with colleagues, for example; while practitioner partners attempt to apply this in their own pilots or other projects. The larger the organisation, the more difficult this process of dissemination seems to be though. Going beyond specific departments and the specific team in larger organisations seems to be an issue. Some practitioners also cited difficulties in speaking about place-keeping with colleagues, while the pilots are not finished and there is no real example to be shown.

The main cited internal dissemination strategies are:
Practitioners
- to bring as many professionals as possible to take part in project events (Gothenburg);
- during work, project development;
- emailing others citing what was learned during a partner meeting or other event;
- exchange of information via regular network meetings used to connect organisation workers from different locations who work within a specific area, e.g. agriculture, landscape, EU

projects; and
- putting information about the project on own website.

Academics
- using project material as well as experience in teaching and tutorials;
- through supervision of undergraduate and postgraduate students;
- through internal meetings and seminars;
- co-writing papers;
- sending abstracts around for comments; and
- making information available on the university website with a link to the MP4 website.

> *Yes, I work with several people and we exchange information with each other. I always give relevant information to others in the landscape team, e.g. when I return from one of the partner meetings. This information exchange takes place informally in the course of my work. I also place photos from my visits on a network we have, and I email the rest of my team.* (Practitioner)

Cited examples of how effective the internal dissemination had been were:
Practitioners
- a change in people's attitudes took place;
- greater awareness of the need for place-keeping is developed;
- there is discussion of place-keeping during the design process;
- local people are getting involved on the maintenance of open spaces in the Barger-Compascuum project and there is discussion of collaboration with several other villages (Emmen);
- there is a more positive attitude and enthusiasm in the municipality;
- the GetMove Association project is a consequence of MP4 (Hamburg);
- there has been application of examples and concepts from MP4 in new projects; and
- techniques to increase citizen's participation were learned in MP4 and are being applied in new projects.

Academics
- influence on students' work;
- influence in teaching (e.g. Design Management in Sheffield; Urban Design in HWU);
- work on the project helped to explore local context which can be used in teaching and research;
- collaboration between universities;
- PhD students' work in partner university;
- staff exchange;
- new knowledge and new networks for knowledge and experience exchange ;
- generation of more academic papers;
- the Aarhus case is being used to develop teaching material and activities (UoC);
- the Aarhus Lab will be used to apply for new research funds (UoC); and
- use of material from case studies and literature review in teaching (UoS).

> *[yes, it is] making students think in a more holistic way, getting them to consider the more social side rather than only management of woodland, etc. At the moment this takes place in one-to-one meetings with students and in smaller groups. There is potential to influence teaching at a broader scale. People know what place-keeping is now.* (Academic)

When asked how this internal dissemination could be further improved, the main answers were:
Practitioners

- via newsletters;
- spreading the message and involving other sectors (individuals, teams, departments) of the organisation or municipality, including management teams, policy making individuals and teams, those more directly involved in place-keeping;
- making practical suggestions (to different management teams) such as organisational forms and showing how to organise projects with collaboration between citizens and professionals;
- involving policy-making individuals in staff exchange or JPGs;
- sending larger groups of professionals (project officers) to MP4 meetings to create a good internal arena for discussion;
- taking more people from the organisation to visit interesting projects;
- identifying further internal networks within the municipality where to spread the information;
- circulation of the MP4 newsletter to the whole organisation; and
- producing material showing project results in local language for dissemination.

Academics

- via the organisation of seminars on place-keeping to university students and staff, but also open to external guests, including practitioners;
- making more use of MP4 themes in teaching;
- adding the MP4 website to the reading list;
- suggesting dissertation topics on the management of open spaces;
- encouraging students to do more research on the subject;
- trying to think all the time who from the team could participate in MP4;
- encouraging people to go on the website;
- writing articles;
- connecting with other projects;
- developing spin-offs from MP4;
- exploring the place-keeping concept;
- inviting students and colleagues to participate in the Aarhus Lab (UoC); and
- there should be an influence on the management of future EU projects.

> *The next step is to report on MP4 in several management teams in the municipality. Also making suggestions for organisational forms, showing how to organise projects between citizens and professionals, spreading the news.* (Practitioner)

> *[A strategy for improving internal dissemination is] making sure that we work with other departments, particularly with those which will be involved with long-term place-keeping, spreading the MP4 message to them 'by the back door'.* (Practitioner)

IV.3.2 External dissemination

External dissemination of the project has been taking place via the successful involvement of external stakeholders and local partners, and more directly via the use of more traditional dissemination strategies such as newsletters. Strategies used for external dissemination have included:

- getting stakeholders more closely involved in decision-making and project management

(Lövgärdet project, Gothenburg);

- spreading learning (e.g. about methods such and e-mapping and sociotop mapping) towards areas of work (14 districts), and to specialists and aldermen (Emmen);
- dissemination to key individuals in practice (local council, private and community stakeholders) via talks, conversations in meetings, invitation to take part in project events;
- invitation of external stakeholders for the Hamburg Conference;
- large article on a local newspaper about the Hamburg Conference;
- spreading the knowledge via international networks (professional and regional); and
- use of the Aarhus Lab network (UoC).

Cited examples of how effective the external dissemination had been were:
Practitioners

- growing interest in PK within the Municipality of Emmen by communities and professionals;
- the Nieuw-Dordrecht pilot, which shall be used to influence at a national level;
- the new pilot project in Steilshoop (Hamburg);
- successful influence of VLM on the creation of a park in the Bruges pilot project;
- development of contacts for future EU projects;
- large number of partners involved and very engaged in the Lövgärdet project (Gothenburg), affecting the way they see what is going on locally and increasing their interest in participation;
- users taking the initiative to discuss PK (e.g. Primary school in Barger Compascuum where parents wanted to discuss the use of new open spaces and how to keep it safe and clean);
- Emmen Revised spoke to the Water board in Barger Compascuum and the province of Drenthe about approaches to involve citizens in PK and they are planning to use these in the future.

Academics

- participation in conferences for both practitioners and academics;
- publication of papers;
- the creation of the Aarhus Lab, which showcases how the MP4 ideas are being spread, through the influence on local actors and planners;
- good feedback from community organisation stakeholders in the Craigmillar regeneration project, who have said they are learning with the project;
- good feedback from local council and private professionals, who were involved in the project via invitation to take part in project events (Edinburgh); and
- the successful feedback received at the Hamburg Conference.

> *[...] the result of the participatory process [had a strong effect]. Housing companies' representatives were talking about the development area, the city administration was more engaged, the entrepreneurs were there and did a better job, etc. Just the process of involving the stakeholders in discussions and negotiations, to set a common goal and make decisions caused a change in attitude and the development of the collective energy. We had a group with the housing companies and the city administration and we met once a month. They were co-financing the project and were committed to be there and do some change. Their practitioners have been seeing change on the ground, things were maintained better. The city and the entrepreneurs were doing better. It was a shared project and not only a project from the municipality.* (Practitioner)

When asked how the external dissemination could be further improved, the main answers were:
Practitioners

- showing benefits and making politicians interested in the financial and social aspects of PK;
- preparation of a leaflet of the project so that the community can have a memory of the

process and how they got involved, as well as creating an information post with the history of the participation in the creation of the place in Lövgärdet (Gothenburg);

- via the project pilots, making presentations of these, explaining PK – it would be a more practical way of showing what PK is;
- strengthening links with other projects;
- writing further proposals where MP4 is mentioned aiming to have a relationship with, and using results of, MP4;
- generating a webpage in the local language for the pilot project;
- organising small workshops with specific local stakeholders and departments (e.g. local youth group or city maintenance department), using the local language to facilitate participation;
- writing a paper in the local language, showing main results and written to specific target groups: public administration, enterprises, consultants, etc;
- preparation of a "checklist" for stakeholders so that they can make a good investment linked to place-keeping; and
- using a communications officer, who will be able to go out and talk face-to-face with developers, landowners, etc..

Academics

- further dissemination of project results to local administration / municipalities, making sure dissemination is directed at the right part of the local authority;
- via presentations in events, e.g. a summary presentation of the case studies;
- spreading influence further and attracting interest in the handbook, book and policy documents which will be available later;
- preparation of step-by-step guidelines – a timeline: what needs to be done and when – how to implement the physical and social aspects of PK;
- more presentations at conferences;
- more focused publications, getting articles out to different types of audience;
- future 2-hour workshop in a national conference for practitioners in Park and Nature Management;
- writing more articles for local journals, using local language;
- sending information to others via email;
- writing articles in professional magazines and journals and contacting networks such as professional organisations; and
- further spreading information to national and international networks.

IV – CONCLUSIONS & RECOMMENDATIONS

This report explained the proposed transnational learning strategy and the changes it had to undergo, and reported on the mid-term monitoring of the implementation of this strategy. This monitoring process aimed to examine if, how and where learning took place and how the process could be improved.

Considerable learning has taken place during the project development so far, although not necessarily exactly what and how it was expected. The following were the main areas where this learning happened:

1. Project management & development process - initial difficulties highlighted important aspects of project management and development, and a positive change took place from the mid-point of the project, stressing the value of good leadership, the need for a Steering Group, the paramount importance of investing time on team development, as well as the significance of active learning, teamwork and personal skills.

2. Practice evaluation: the project has generated good opportunities for reflection on individuals' and groups' own practice and has had an influence on this.

3. Stakeholders' participation: the need for involvement of different stakeholders from the beginning of a project was shown to be essential in order to generate good place-making and place-keeping; methodologies and experiences in how to do so have been exchanged and learned about.

4. Place-keeping: although there is a consensus that a lot more needs to be learned on place-keeping, a better understanding of the concept and the realisation of its dependency on context have been developed, as well as the consensus that it needs to be tackled early on in any place-making project, having stakeholders' active involvement also from the beginning.

Place-keeping is what all MP4 participants interviewed in this mid-term monitoring want to really become proficient in, in a practical manner, being able to use a tangible definition and propose clear and precise guidelines on its development process. There is a wish for further exploration of synergies among pilot projects and that these provide good examples to illustrate place-keeping.

Regarding the learning process, face-to-face and active learning are preferred. Favourite learning methods are via relevant site visits and related discussions and workshops, as well as by producing project-related documents (e.g. case studies, critical reports). There is, however, awareness that online interaction is needed in a transnational project and, therefore, the usefulness of tools for collaboration such as the Learning Labs and other web resources such as the online Library was

highlighted. Unfortunately, the fact that provision of the web environment was so delayed[6] made it more difficult to achieve ownership of this and its tools by project participants as inherent and important instruments of project development, although clear efforts have been recently made by the lead partner to change this. Specific suggestions for improvement of the web environment and its tools were also made, as well as a very relevant suggestion of having a common Interreg web platform, which would provide separate spaces for each project, but also a common area, facilitating integration amongst Interreg projects and providing one hub access to all.

Dissemination of what has been learned during the project has been taking place, internally in the partner organisations and also externally to other organisations, networks and key individuals. The concept of Place-Keeping slowly starts to permeate and influence working experiences, as much as for academics as for practitioners. There is, however, room for a more methodical expansion of this dissemination. Externally, this will certainly take place in a more structured manner through the future planned dissemination activities, such as the Stakeholder Workshop in Bruges, the Final Conference in Sheffield, as well as the production of documents directed to different types of audience. However, the development of clear internal dissemination strategies within each partner organisation and the discussion of these would be advisable.

Interesting reflections were also made on the nature of EU projects and their influence in practice, with emphasis on the need to make sure that what was learned will be used in future EU projects and future research, and really make an impact on the way things are developed on the ground.

For the remaining stages of the project, a series of relevant face-to-face events is planned, such as the Stakeholder Workshop and Partner Meeting in Bruges, but also the Evaluation Visits. These shall be rich opportunities for active learning. The Evaluation Visits, particularly, as they will involve site visits and pre- and post-discussions, collection of evidence via videos and photographs, beyond the written reports. A more intensive use of the web environment not only for discussion, preparation of and reflection on these events (Learning Labs), but also for uploading and exchanging visual material, is recommended (Library and Learning Labs).

> *Transnational Learning (TL) is a bolt-on, but it should be integrated to management of the project and in each Workpackage*. (Academic)

Finally, an important lesson to be learned regards the relevance of Transnational Learning and how it needs to be supported and championed by the project management, embedding it in every project activity. Transnational Learning can most effectively take place when all partners and management recognise its relevance and actively and consciously take part in the process, recognising each project task and event as a learning opportunity.

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[6] It was mentioned by interviewees that, to become an intrinsic tool in the project, the website should have been available from day one. It would be impossible to have it ready literally from day one, if it were to be developed within the project itself. However, if the suggestion of having an Interreg web environment common to all projects with specific areas for each project in particular were to be implemented, this would be possible.

APPENDIX A - **MP4 Transnational Learning mid-term interview questions**

1. **Content**
   1.1. What were your initial expectations?
   1.2. What were the lessons learned?
   1.3. What would you like to learn more about?

2. **Process**

   2.1. Face-to-face meetings
   2.1.1. In which types of F2F meeting did you participate?
      a)   Partner meetings
      b)   Joint Planning Group
      c)   Staff exchange
      d)   Others
   2.1.2. Have you found these useful to learn about open space place-making & place-keeping? (yes/no, why?)
   2.1.3. What can be improved in these?

   2.2. Online learning resources
   2.2.1. What type of MP4 online learning resources have you used?
      a)   Learning Logs
      b)   Learning Labs
      c)   Online library
      d)   Other website resources
   2.2.2. Have you found these useful to learn about open space place-making & place-keeping? (yes/no, why?)
   2.2.3. What can be improved in these?

   2.3. General process
   2.3.1. Where did you learn most?
   2.3.2. What can be improved/added regarding the learning process and learning opportunities?

3. **Dissemination (organisation & elsewhere)**
   3.1. Do you feel what you have been learning via MP4 is being spread to your team and/or organisation?
      3.1.1. If yes, how?
      3.1.2. Can you see any practical benefits or influence of the project?
      3.1.3. In which ways you think you could help to spread the information further within your team and/or organisation?
   3.2. Do you feel what you have been learning via MP4 is being spread to elsewhere, beyond your organisation?
      3.2.1. If yes, how?
      3.2.2. Can you see any practical benefits or influence of the project?
      3.2.3. In which ways you think you could help to spread the information further to people outside your organisation (external stakeholders)?