Report about implementation Summer School on mountain oriented education

(28. – 31. August 2017, Biotechnical Ceter Naklo, Slovenia)

Photo: B. Peršolja

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Content

1. Background

Project Educating Youth for the Alps: (re)connecting Youth and Mountain heritage for an inspiring future in the Alps with acronym YOUrALPS started on November 2016 and will finish in October 2019. The lead partner is Alparc, who coordinates cooperation of other 12 project partners together with 25 observers from 6 Alpine countries. The project was selected among many other project proposals within Interreg Alpine Space program and is co-financed by European Regional and Development found. The budget of the project is 1,9 mio EUR.

As an overall objective project aims to raise youth awareness on the entire Alpine natural and cultural heritage, by supporting youth environmental educational process via interconnected formal and non-formal education considering the Alps as natural, cultural, living and work space beyond borders. As one of important activities in WP4T3 was planned 4 days Alpine School for teachers, educators and relevant stakeholders who would improve their knowledge on Mountain Oriented education for at least 30 teachers and educators (6 per country) from pilot sites, based on knowledge and competences provided by project partners and observers, with the ultimate goal of planning alpine school model test activities. The training focused on demonstrating pedagogical methods that promote active involvement of youth, learning field activities, alpine entrepreneurial and scientific approaches. Alpine school was organized by University of Ljubljana in cooperation with BC Naklo and other project partners.

Picture 1: A moment from first day lecture. (Photo: K. Vintar Mally)

The Summer School took place in Biotechnical Centre of Naklo from 28. – 31. Aug 2017. The program was prepared together in cooperation with all project partners. The concept of summer School was based on practical and theoretical knowledge, so two days of Summer School were implemented in a form of interactive field work with experts. The First day of Summer School on we organized theoretical lectures of invited experts and last day of Summer School we organized common meetings for discussion about implementation of mountain oriented education and Alpine school model in cooperation with pilot sites.
The activities for Sumer School were prepared through summer time 2017, we got in contact with several potential experts and finally agreement was done with 5 of them. Majeta Keršič Svetel, dr. Matija Svetina, dr. Luka Omladič, Daniel Zollner and dr. Rober Nehfort.

According to agreement of cooperation the program was prepared and instructions to the invited experts were given for preparation of presentations. However, less than 24 hours before the beginning of the Summer School, dr. Robert Nehfort canelled his participation, so we had to change the program. The detailed program of the Summer School is published on the next pages.

Picture 2: Intensive work at the workshop. (Photo: K. Vintar Mally)

2. Program of Summer School

SUMMER SCHOOL ON MOUNTAIN ORIENTED EDUCATION - program

NAKLO, SLOVENIA

28 – 31 AUGUST 2017

Dear partners and pilot sites,

We would like to invite you to a summer school, which will take place from 28 to 31 August 2017 at the Biotechnical centre Naklo (Slovenia). The purpose of the summer school is to present the idea of an Alpine school model, its concept and the necessary steps for its implementation to the teachers and experts, who will collaborate in the pilot sites. It is important to be acquainted with different pedagogical and didactical approaches that will help us with the effective implementation of the Alpine school model. Below you will find the Agenda of the Summer school.

We are looking forward to meeting you soon.

DAY 1 – Monday, 28 August 2017

8.00 – 9.00	Auditorium BC Naklo	Registration
9.00 – 9.05		Welcome speech (the organisers/the headmaster of BC Naklo)
9.05 – 9.20		Welcome speech and presentation of the project and its goals (Veronika Widdman, Alparc, France)
9.20 – 9.30		Presentation of summer school objectives (Matej Ogrin, University of Ljubljana, Faculty of Arts, Slovenia)
9.30 – 10.15		**Expert presentation 1 : How to interpret the mountains – part 1** Interpretation of mountain landscape – different approaches for different aims (Marjeta Keršič Svetel, Slovenia)
10.15 – 10-45		Coffee break
10.45 – 11.30		**Expert presentation 1 : How to interpret the mountains – part 2** Interpretation of mountain landscape – different approaches for different aims (Marjeta Keršič Svetel, Slovenia)
11.30 – 12.15		Expert presentation 2: Environmental psychology for youth with focus on mountain oriented education The interplay between individuals and their surroundings (focus group 10 – 19) (Matija Svetina, University of Ljubljana, Faculty of Arts, Slovenia)
12.15 – 13.15	BC Naklo dining room	Lunch*
13.15 – 14.00	Auditorium BC Naklo	**Expert presentation 3: Protected areas as a backbone of mountain oriented education** (Daniel Zollner, Institute for Ecology, Austria)
14.00 – 14.45		**Expert presentation 4: Environmental Ethics in mountain oriented education** (Luka Omladič, University of Ljubljana, Faculty of Arts, Slovenia)
14.45 – 15.15		Coffee break

15.15 – 15.45	Auditorium BC Naklo/Classroom 20/21	**Topic 1:** The role of pilot sites in designing, implementation and evaluation of Alpine school model (Stefania Fontana, FLA)
15.45 – 16.15		**Topic 2:** Presentation of the best MOE practices (Lukas Fritz, Institute of Geography, University of Innsbruck, Austria)
16.15 – 17.00		**Topic 3:** How to organize our work as a pilot site? (Urška Kleč and Nina Kaličanin, BC Naklo, Slovenia)
17.00 – 17.30		**Topic 4:** Presentation of mountain oriented education network (Isabelle Roux, Educ'alpes, France)
17.30 – 17.50		Conclusions
18.30		Dinner**

*Lunch will be organised at BC Naklo – 9.00 EUR per person should be paid in cash at the registration desk. You will receive an invoice on the last day of a summer school (if you require one).

** Dinner will be organised in a restaurant Arvaj 10 minute drive from BC Naklo (you will get a map). The dinner will cost around 25 EUR per person.

Day 2 – Tuesday, 29 August 2017

Participants should have hiking clothing and footwear, an umbrella and a sunscreen.

8.30 8.40	BC Naklo Auditorium BC Naklo	Morning coffee Nature interpretation (Gregor Torkar, University of Ljubljana, Pedagogical faculty, Slovenia)
9.00 – 10.30	Transfer to Bohinj	
11.00 – 18.00 *14.00 – 15.00*	Vogel tourist area, Bohinj, Julian Alps *Lunch**	Visiting the Lake Bohinj and tourist area Vogel by cable car* with focus on the interpretation of landscape elements (Marjeta Keršič Svetel and Gregor Torkar, Slovenia) *Restaurant Merjasec*
18.30	Bohinj	Departure
19:30	Arrival to BC Naklo	

*Returning ticket for cable car and **lunch will cost around 20 EUR/person and will be paid individually. In case of a very bad weather, there is possibility that the visit of the tourist area Vogel is cancelled – an alternative will be found.

DAY 3 – Wednesday, 30 August 2017

Participants should have hiking clothing and footwear, an umbrella and a sunscreen.

8.45/9.00	BC Naklo parking lot	Meeting is at 8.45; the bus leaves at 9.00.
10.30/11.00	Arrival at Pokljuka	Formation of two groups: one group will go to Sport hotel at Pokljuka and the second group will go to Planina Zajavornik.
11.00 – 14.00	Workshops at Sport hotel and Planina Zajavornik	**Workshop at Sport hotel Pokljuka:** Outdoor education - effective pedagogical and didactic approaches (Tatjana Resnik Planinc, University of Ljubljana, Faculty of Arts, Slovenia) **Dairy workshop at Planina Zajavornik** (mountain pasture) (Barbara Bešter, BC Naklo and a manager of mountain pasture)
14.00 – 15.00	Sport hotel Pokljuka	Lunch*
15.00 – 18.30	Workshops at Sport hotel and Planina Zajavornik	Groups will switch the locations and the workshops.
20.00	Arrival at BC Naklo	

*Lunch will be paid by the participants. It will cost around 10 EUR per person without drinks.

DAY 4 – Thursday, 31 August 2017

8.30 – 9.15	Auditorium BC Naklo	Pilot site activities are paving the way for the Alpine school model (Robert Nehfort, Pedagogical High school, Austria)
9.15 – 10.30		Let's build a map of the Alpine school model (Urška Kleč, BC Naklo and WPT leaders)
10.30 – 10.45		Coffee break
10.45 – 12.00		Development of the toolkit for education about Alps and Focus Group Activity on the toolkit (Stefania Fontana and Angela Diodati, FLA, Italy)
12.00 – 13.00		Conclusions of the summer school (moderator: Matej Ogrin, University of Ljubljana, Faculty of Arts, Slovenia)
13.00	BC Naklo dining room	Alpine cuisine - Farewell lunch will consists of dishes, prepared BC Naklo teachers; presentation and sampling of traditional cuisine items, brought by the participants, will be included.

Everyone is encouraged to prepare/bring traditional alpine dishes/food products for tasting. Participants will be able to store food products in BC Naklo refrigerators.

3. Facts about invited lecturers

Prof. dr. Matija Svetina
Matija Svetina received his Ph.D. from University of Ljubjana, Slovenia. He was post-doctoral fellow, guest lecturer or researcher at different institutions, Carnegie Mellon University, Pittsburgh, PA; University of Pittsburgh, PA; Augsburg College, Minneapolis, MS; University of Leipzig, Germany; Alps-Adria University, Klagenfurt, Austria. His research is focused to cognitive processes behind developmental and learning transitions accross the lifespan. He is affiliated with the University of Ljubljana, where he holds courses related to developmental and environmental psychology.

Dr. Luka Omladič
Dr. Luka Omladič is environmental philosopher and ethicist. He works at University of Ljubljana Philosophy department where he teaches environmental ethics and bioethics. He is also a member of UNESCO World Commission on the Ethics of Scientific Knowledge and Technology, organisation's expert advisory body on the ethics of science, technology and environmental ethics. Not least, with his two young children he is an enthusiastic and regular mountain hiker.

Daniel Zollner
Daniel Zollner is one of the main experts from the field of environmental education and education about protected areas in Austria. He is the leader of group for sustainability at E.C.O. Institute in Klagenfurt/Austria. From 2012 he is a team leader, developing the team and expert field sustainability and regions; conception and implementation of participatory, inter- and trans disciplinary projects in and for predicate regions; carrying out technical studies, researches and expertise in the fields of environmental planning, spatial planning, ecology and sustainable land use (agriculture, forestry etc.)
Continuously he is leading of/ technical assistance in various national and international projects in the field of protected area planning, -management, -research and -capacity building. Designing project developments, participation processes, trainings or interactive workshop methods;
Occasionally he is a lector of single modules and/or course leader at the Alpen-Adria-University of Klagenfurt: Institute of Geography – 'Basics of Protected area management'; within MSc Programme Management of Protected Areas – 'PA planning' and organisation of thematic field trips; Institute of Instructional and School Development (IUS) – 'Cultural sustainability - predicate regions'.

Marjeta Keršič Svetel
Marjeta Keršič Svetel is one of the best Slovenian interpreters of mountains and mountain related topics. For several decades she has been working on a field of mountain interpretation, mountain education and also research of many different aspects of mountain societies, mountain heritage and culture. She was a co-worker at Television of Slovenia, documentary and youth program, in period 1991 – 2002 she was the author of mountain related TV series for popularisation and awareness raising about mountains. Until today, this was the best TV production related to mountains that TV Slovenia has ever produced. She also cooperated in

an editor board of Planinski Vestnik (Alpine Bulletin of Slovenian Alpine Association). In period 2003 – 2010 she was a lecturer on ZARIS high school, where she lectured topics related to natural and cultural heritage in tourism. She is also an author of study program of high school for sustainable tourism ERUDIO.

The lectures of invited experts are available in Annex 1 to this document and also on the YOUrALPS intern web page https://3.basecamp.com/3617449/projects/2836076.

3.1 Some main remarks from presentations

Marjeta Keršič Svetel:
How to interpret the mountains
Interpretationofmountainlandscape–differentapproachesfordifferentaims

Interpretation of nature is a psychological process of creation of meaning for something. It is very important what one feels when experiences nature, landscape, …Besides five main senses, for landscape experiences are important also sense of orientation and kinesthetic sense – sense of movement. The best way of mobility to feel the landscape is walking.
After landscape experience comes reflection, in a way of memories, knowledge, skills, attitude, values…, which is the last phase of experience.
More than creating of knowledge interpretation means a creation of meaning, or creation of a story.
Communication of landscape
Consists of 3 principle:
Principle of repeating
"Never all at once" principle
Principle of puzzles; The story must be built in several parts.
AHA effect;

Picture 3: Mag. Marjeta Keršič Svetel during his lecture. (Photo: K. Vintar Mally

Dr. Matija Svetina
The interplay between individuals and their soroundings

We know six dimension model of environmental appraisal:

- Description
- Meaning
- Emotions
- Risk
- Aesthetics
- Evaluations and preferences

The meaning of space very much depends on whether individual came there on his initiative or not. Place attachment is very important, and tells us the experiences of individual with space.
For young people very important FOMO effect: fear of missing out. They are most of the time on smart phones and don't want to lose touch with others. 70% of youngsters use more than one social network and 92 % of youngsters are daily online. For many of them the use of social networks is the most important thing and they have a big need for being seen, heard…, they need "likes".
Foy young generations is also very important so called "peak experience" – moments if highest happiness. Risk is another important factor for young people - sometimes it is a result of a fact, that brain develop faster than physical ability.

Picture 4: dr. Matija Svetina during his lecture. (Photo: K. Vintar Mally)

Daniel Zollner

Protected areas as a backbone of mountain oriented education

Protected areas are known as a learning sites. They are knowledge keepers, knowledge innovators and knowledge interpreters. Visitor centers are landscape windows and very important for awareness rising. Protected areas are changing their role from strictly protected nature preserves to predicate regions, where people meet and teach concepts of sustainability. Moutains are like islands on land. They are restricted area, important is third dimension and interesting/different topics related to other landscapes.

Picture 5: Danijel Zollner during his lecture. (Photo: K. Vintar Mally)

Dr. Luka Omladič

Environmental ethics an mountain ethics

Ethics is a tool for organising rational consensus, solving conclicts, educating on right or wrong and also
rational (philosophical) theory on which principles, values and rules can be universally recognized as *good.*
Environmental ethics we consider as finding right values and principles for environmental protection to be based upon. It can be also considered as examining the value of non-human (nature, beings).

According to Richard Sylvan (Routley): there are three traditional ethical views concerning man‘s relation to nature. DESPOTIC (man as a despotic ruler of nature), STEWARDSHIP position (man as custodian of nature), CO-OPERATIVE position (man as perfecter of nature).

Modern formulation of animal rights: Moral status is not necessary symmetrical!

Moral agent (human) has moral rights and duties
Moral patient (non-human):Has moral rights.
Do we have ethical obligation towards mountains? When anthropocentrism is replaced with ecocentrism.
If mountain ehitcs exist, values would be sustainability, wilderness, accessibility, benefit-sharing, landscape protection, safety.

Picture 6: dr. Luka Omladič during his lecture. (Photo: K. Vintar Mally)

One of the results of the Summer school were also Guidelines for planning, implementing and evaluating pilot activities. The guidelines were discussed during the Summer school and formed in online process after the Summer School, they are attached in Annex 2.

The field work took place in two areas of Bohinj. On the first field day we wisited area of Bohinj lake and surrounding and the Vogel plateau. The focus was on good and bad examples of nature interpretation on area of Triglav National Park. We also visited ski area of Vogel, where summer season brings more visitors than winter season. We saw that some points of interests that are not adequately presented some are not even presented while others are presented correctly. We visited information center of Triglav National Park in Bohinj where some different ways of nature and heritage interpretation were presented. Staff from the visitor centre presented us the concept of the visitor centre.

Picture 7: The rocky model of mount Triglav as an object for interpretation of mountain (Photo: M. Ogrin)

On second day we went on Pokljuka plateau to see the culture of Alpine pasturing, milk and dairy products production. We visited Alpine pasture planina Zajavornik where we met people who run the Alpine pasture. They explained the history of milk production on the pasture and technology of cheese production. In the afternoon we had workshop on values of space and interpretation of nature. Workpacpage leaders had an intern meeting about further activities on mountain oriented education.

Picture 8: Alpine pasture Zajavornik on Pokljuka plateau. (Photo: M. Grazia)

Picture 9: Experience is very important part of nature interpretation. (Photo: B. Peršolja)

4. Evaluation of Summer School by participants

Participation on Summer School

All together 57 participants came to the Summer School (see Annex 3).

Slovenia	16
France	12
Italy	25
Austria	10
Germany	4

The institutions of participants were institutions formal and informal of education or protected areas:

Reinach School
Naturparkmanagement-Regionalpark Management Burgenlandurgenland
Nature park Geschriebenstein
University of Innsbruck
Nature parks of southern Burgenland; biologist
Academy for learning in and from nature (nonprofit organization)
Academy for learning in and from nature (nonprofit organization)
Association of Nature Parks in Austria (Project Partner)
Berchtesgaden Nationalpark
Gymnasium Berchtesgaden
Lombardy Region
FLA
Regional Park of Orobie Valtellinesi
Vocational school - ITCG Olivelli
High School - Liceo Scientifico Calini
Middle School - IC - Damiani
Middle School - IC M. Anzi
State Agrarian Technical Institute - I.T.A.S"G.Piazzi"
Vocational School - IIS - Alberti
Vocational School - AFB CFP Clusone
High School - Liceo Scientifico Enrico Fermi
ALPARC
University of Ljubljana
BC Naklo
Slovenian parliament
Ministry of Environment of Republic of Slovenia

34 participants made an evaluation via e-survey.
22 were females and 12 males. 14 evaluators (41%) were age from 45 – 54 years, 11 (32%) 34 – 44 years, 6 (18%) age from 55 – 64 years, 2 (65) 25-34 years and only one evaluator was younger than 25 years. 77% of evaluators had level of education Bachelor of science or higher. Almost all evaluators work of a field of education (around 90%).

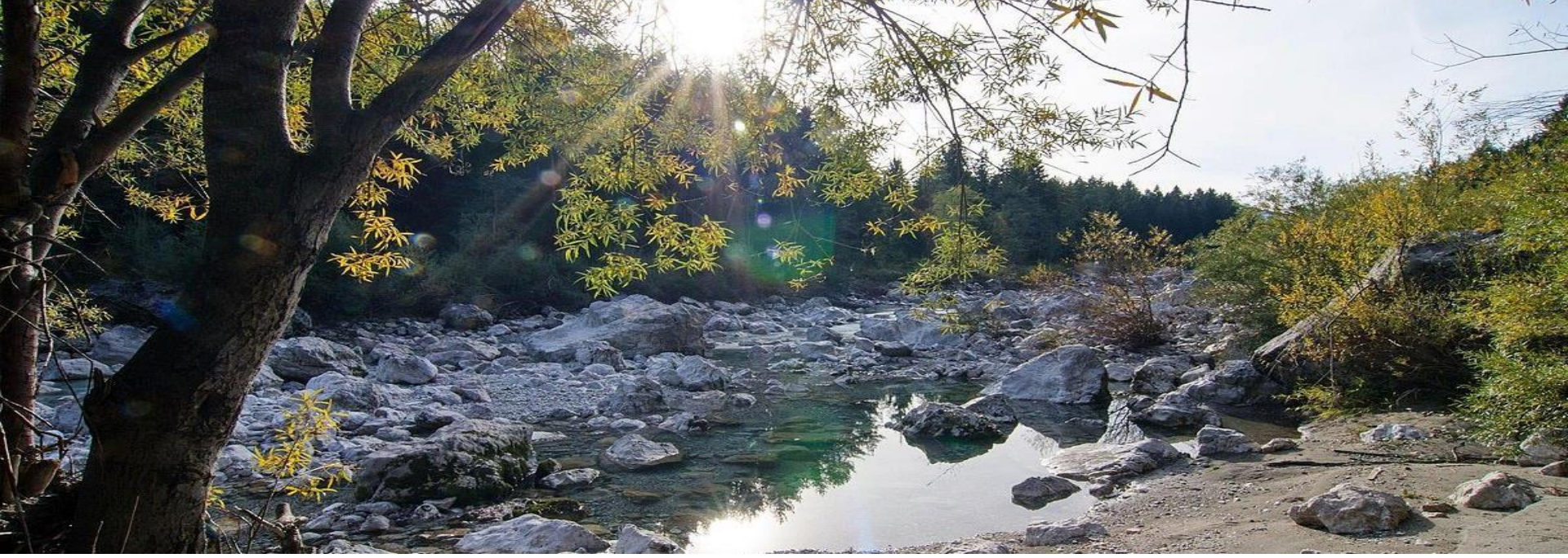
Assessment of Summer School
15 evaluators (44%) found it excellent, 18 (53%) good and one (3%) poor.
61% (20) assessed clarity of the aims of Summer school as good, 27% (9) as satisfactory, 95 (3) as excellent and 3% (1) as poor.
The effectiveness of the participants in achieving the aims of the Summer school was assessed as good by 19 evaluators (59%), excellent and satisfactory by 6 (19%) and as poor by 1 (3%).

The evaluators found the quality of working cooperation as good by 19 evaluators (58%), excellent by 12 (36%) and satisfactory 2 (6%).
All evaluators are prepared to cooperate in such activities also in future, which is an indicator that shows that most of participants were satisfied with Summer school. The complete evaluation is attached in Annex 4.

Picture 10: Participants of Summer School on Mountain oriented education (Photo: B. Peršolja)

5. Anexes

Annex 1 – Presentations of lecturers
Annex 2 – Guidelines for planning, implementing and evaluating pilot activities
Annex 3 – Registration list Summer School on Mountain Oriented Education
Annex 4 – Evaluation of Summer School



Protected areas as a backbone of mountain oriented education

YOUrALPS ALPINE SUMMER SCHOOL

28.08.2017
Naklo, Slovenija
Daniel Zollner

In the frame of:
YOUrALPS project – WPT4
"Summer school orientation paper enhancing Alpine School Model (ASM) tasks and goals"

E.C.O. Institut für Ökologie
Lakeside B07 b
9020 Klagenfurt
www.e-c-o.at

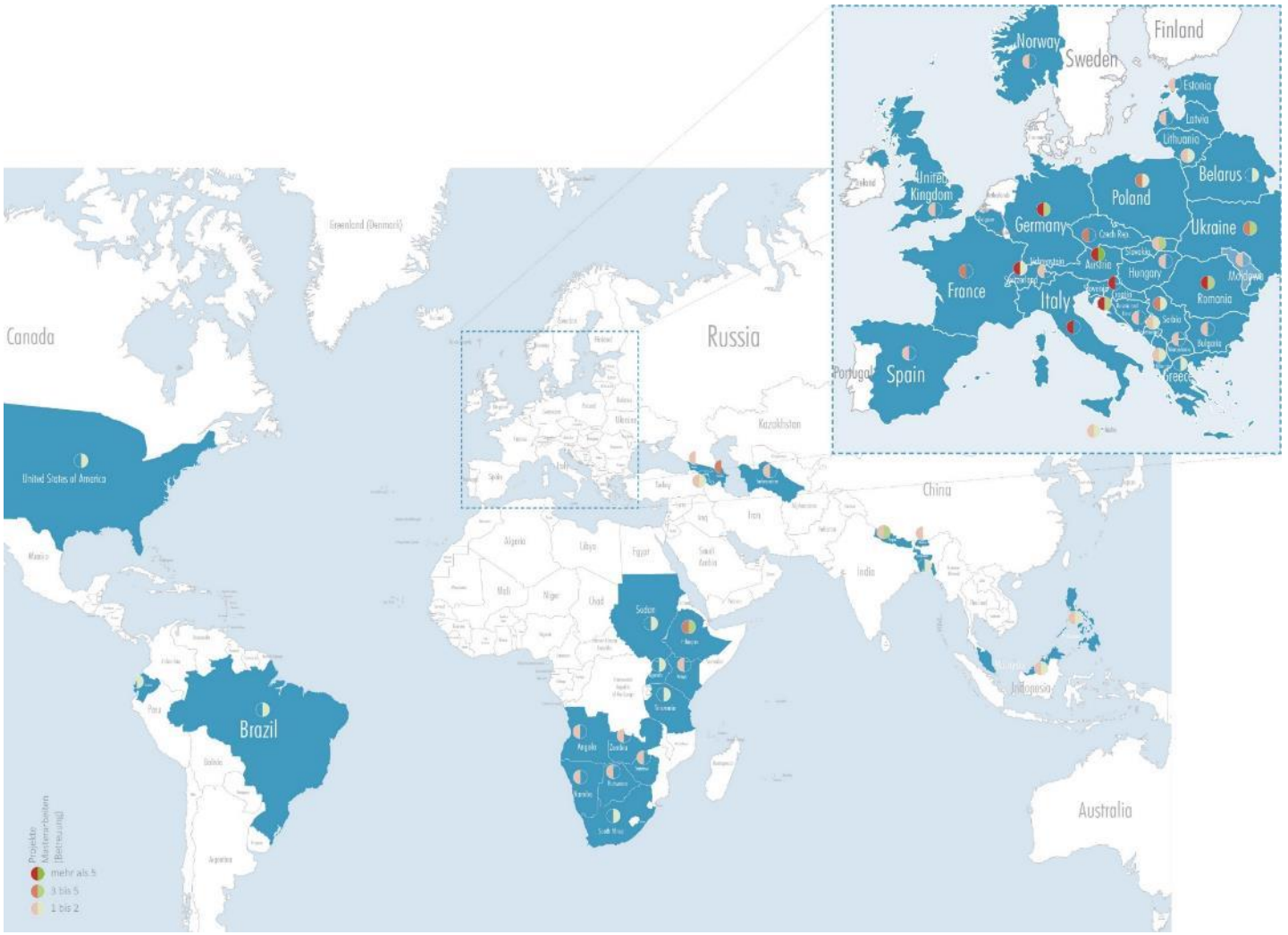
Agenda

- Introduction
- Protected Areas
- Selected examples

Introduction

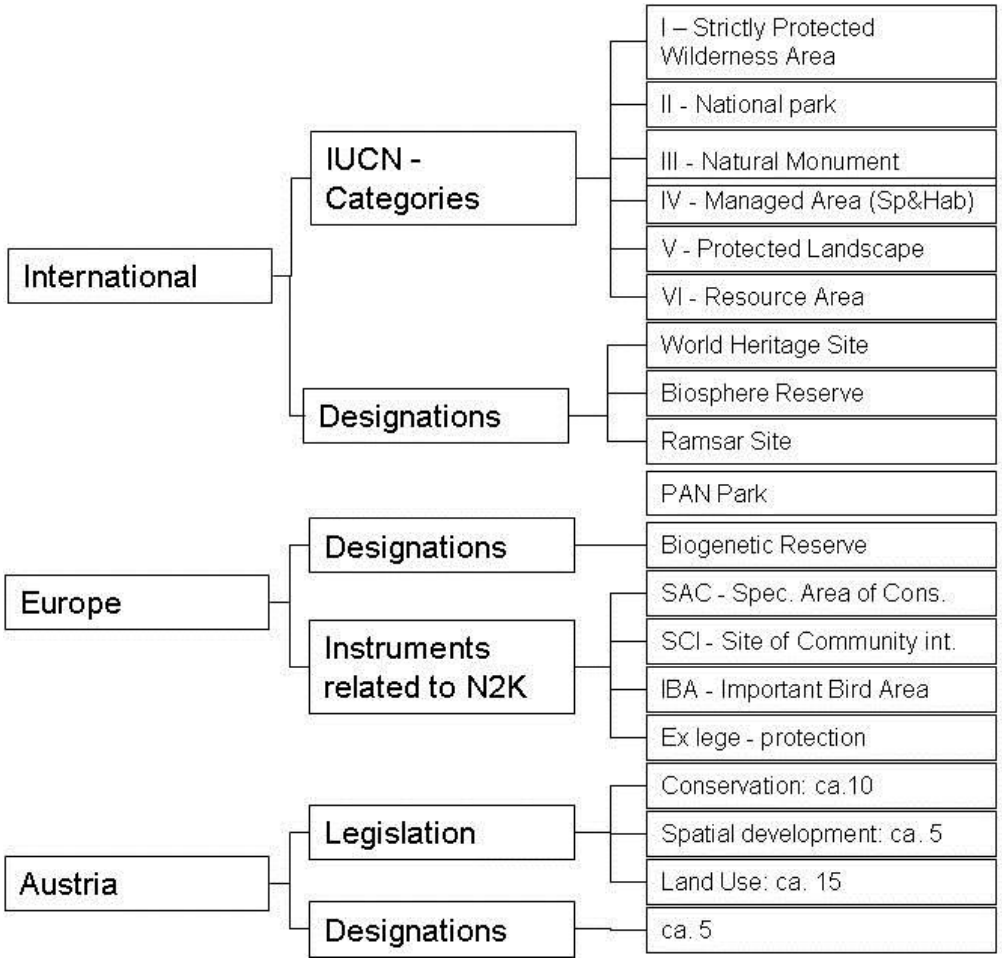
Best regards from Klagenfurt

Lakeside park



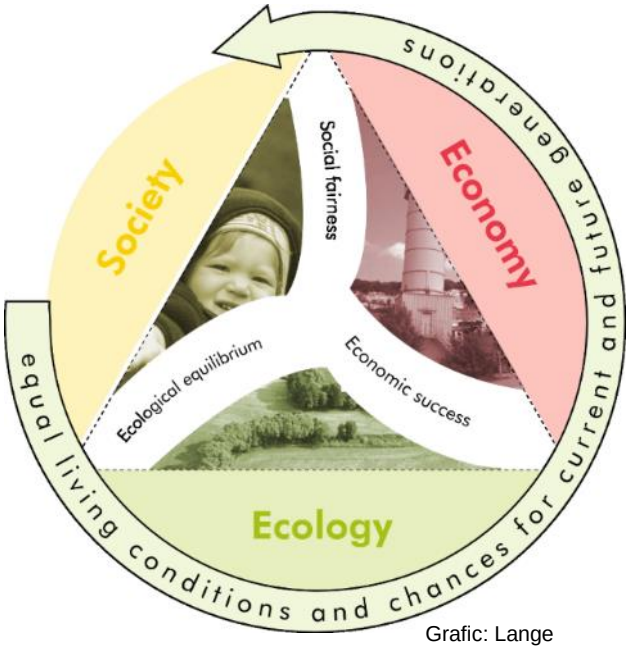
Working areas

Protected Areas



Protected area categories

Strict nature reserve



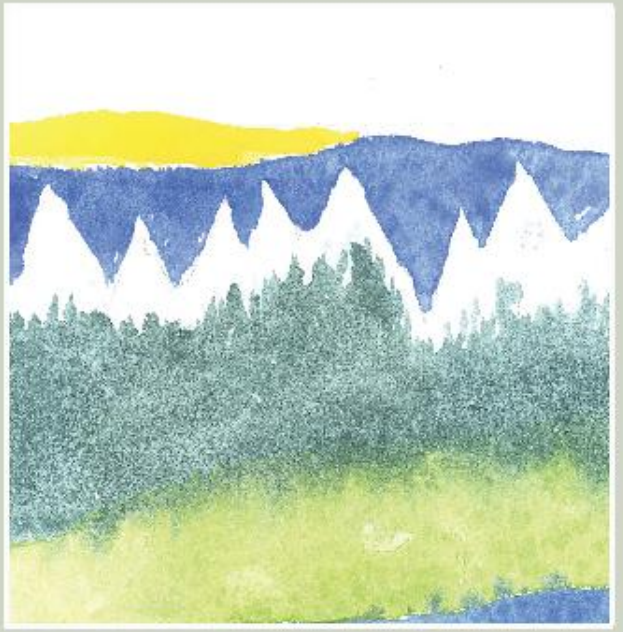
Grafic: Lange

Predicate regions for sustainability

Changing paradigms

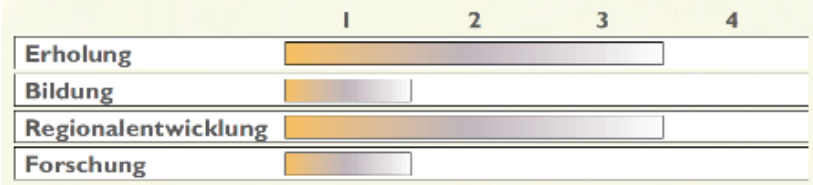
PARKS 3.0
Protected Areas for the Next Society

Heike Egner
Michael Jungmeier (eds.)

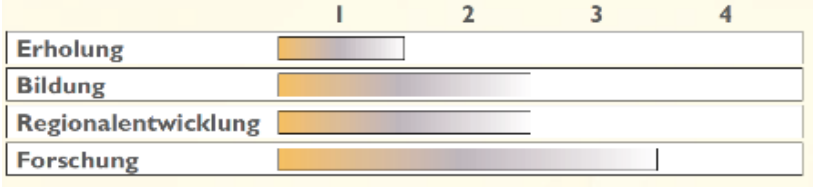


H12: Even more than today, the society of the future will need places for reflection, inspiration and recreation. Parks 3.0 are spaces that inspire thoughts about the future.

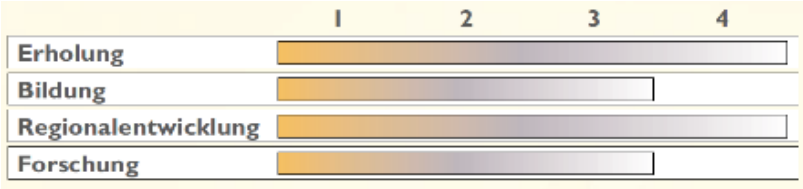
Landscape reserve



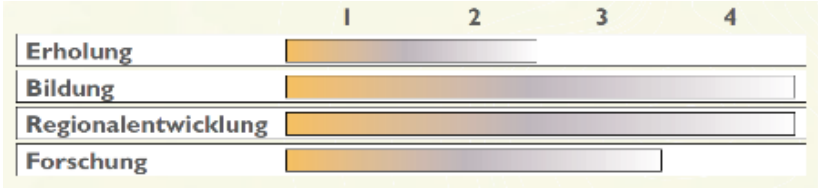
Natura 2000



National park



Biosphere Reserve



Education goals in PAs

PAs are Learning sites for sustainable development

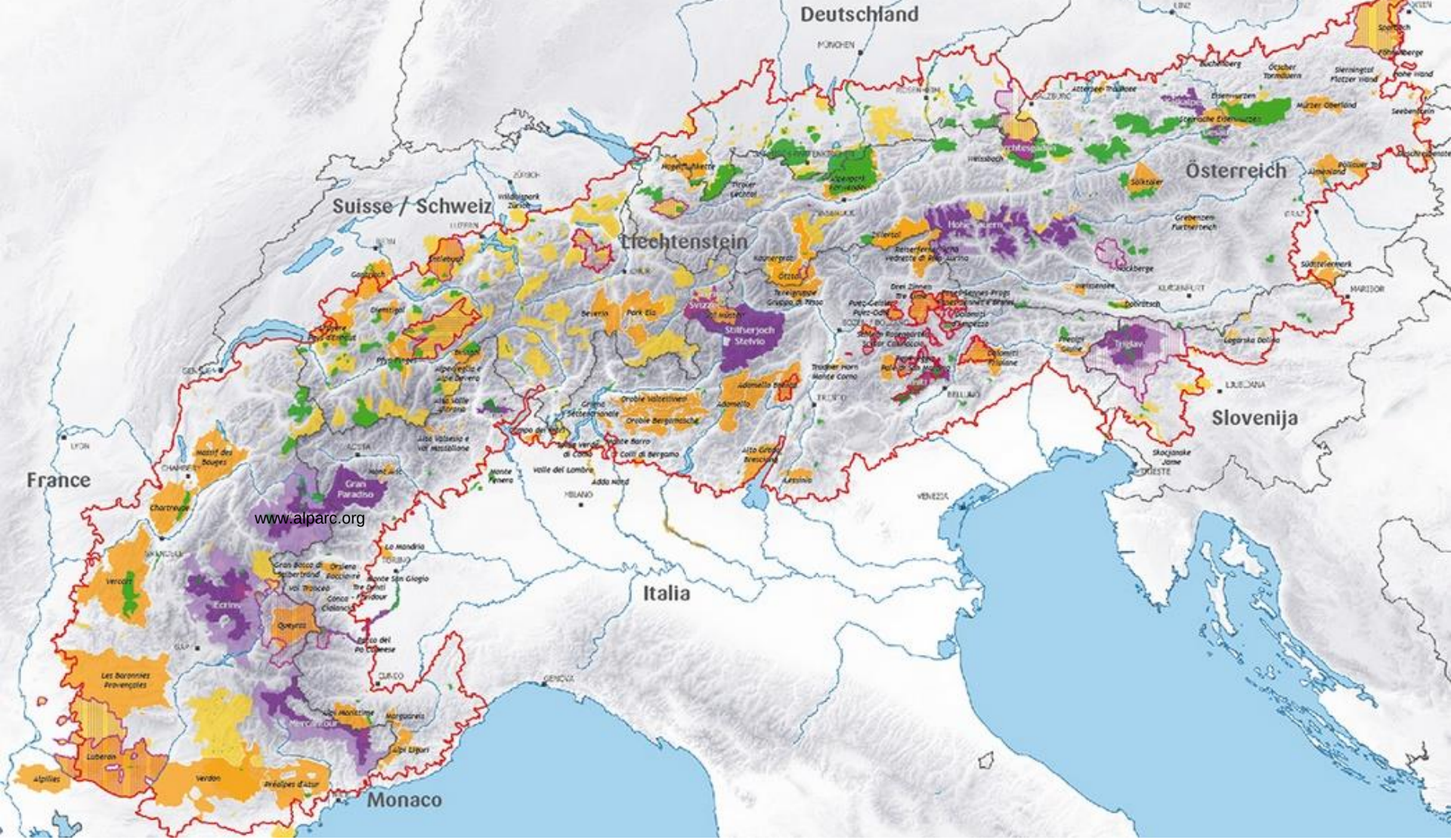
- Knowledge keeper: cultural and natural heritage
- Knowledge innovator: research & development
- Knowledge interpreter: interpretation and education

Learning sites

Mountains are like “islands on land“, having…

- Restricted area
- Third dimension
- Culminated topics

„Archipelagos on land“



Source: Alparc

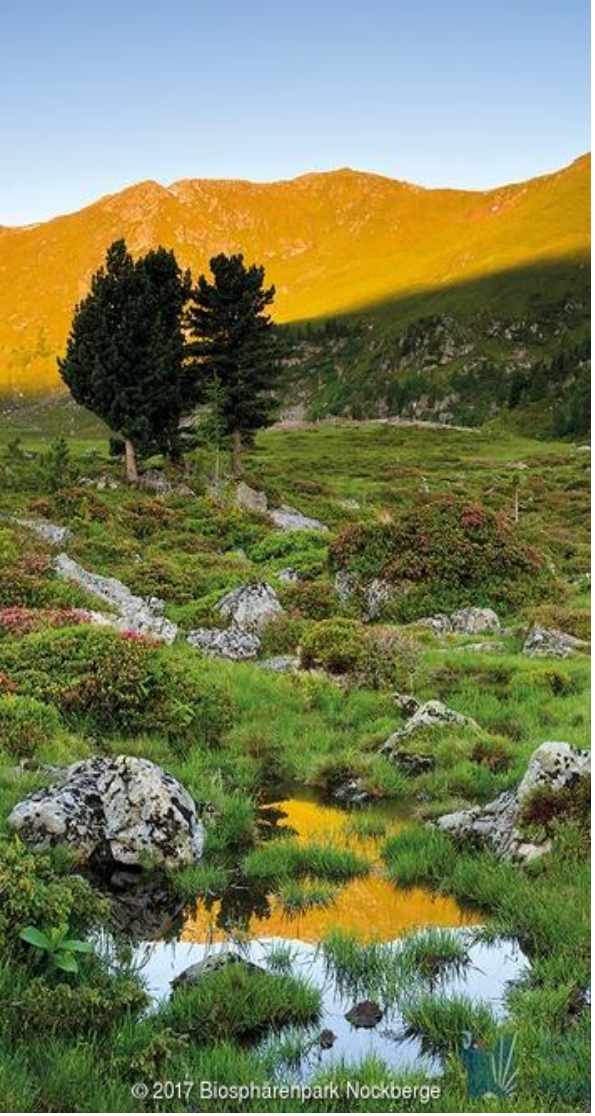
To date (2013), all in all more than 1000 large alpine protected areas are listed. They cover about 25% of the Alpine space (Alpine Convention area)

Alparc network

- 13 National parks
- 87 Regional/Nature parks
- 288 Nature reserves
- 13 Biosphere reserves
- 4 UNESCO World Natural Heritage sites
- 3 Geological reserves

Selected examples

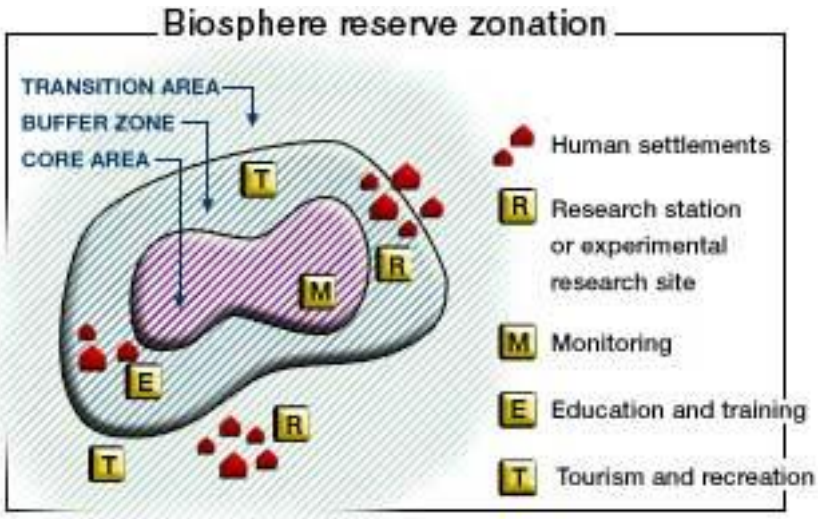
Natura 2000 Lendspitz/Wörthersee



biosphären park nockberge

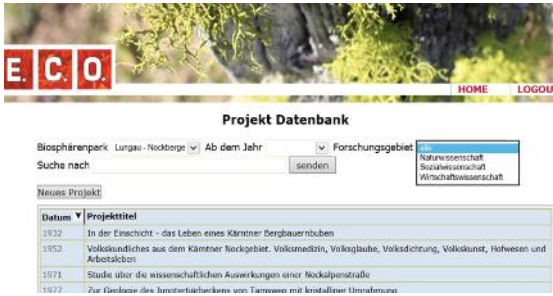
Biosphere Reserve Salzburger Lungau & Kärntner Nockberge – part K. Nockberge


21.6.2017


Biosphere reserve zonation
TRANSITION AREA
BUFFER ZONE
CORE AREA
T
R
M
E
Human settlements
Research station or experimental research site
Monitoring
Education and training
Tourism and recreation


Ansätze
Handlungsfelder und Ziele
ENTWICKLERROLLE
1.1 Land- & Forstwirtschaft
1.2 Natur & Landschaft
1.3 Regionalentwicklung & Tourismus
VERMITTLERROLLE
2.1 Umwelt- & Bewusstseinsbildung
2.2 Wissenschaft- & Forschung
2.3 Kommunikation & Öffentlichkeitsarbeit
ORGANISATIONSROLLE
3.1 Planung & Evaluierung
3.2 Organisations- & Kooperationsentwicklung
3.3 Finanzierung & Förderung

Planning

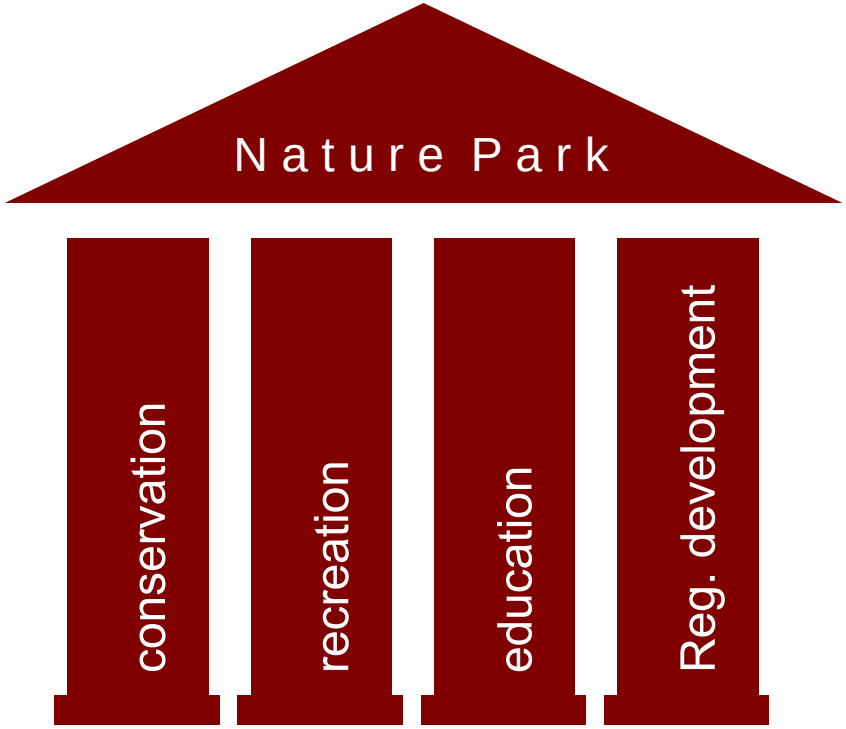


Science cooperation

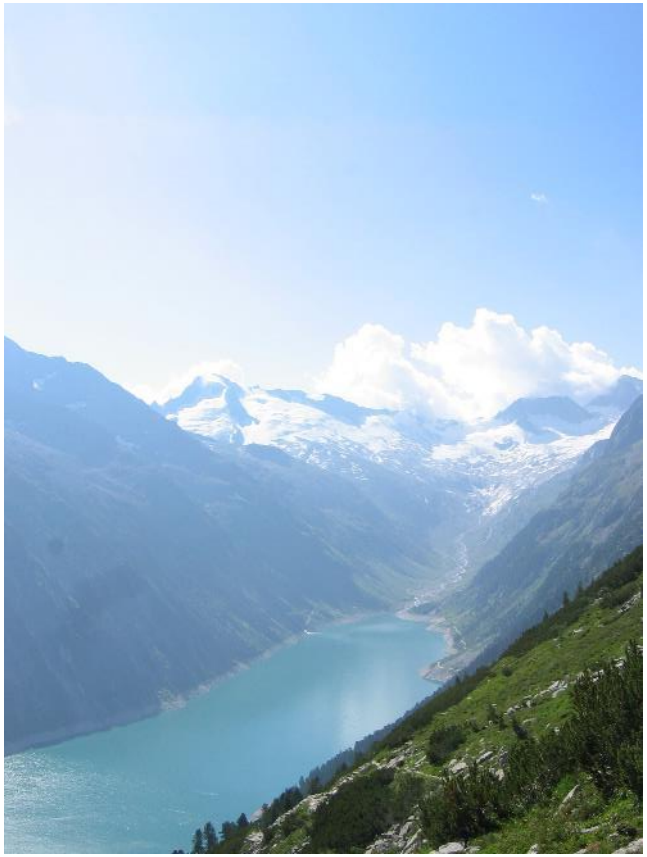
Interpretation

Peer-to-peer

Citizen Science



Nature parks

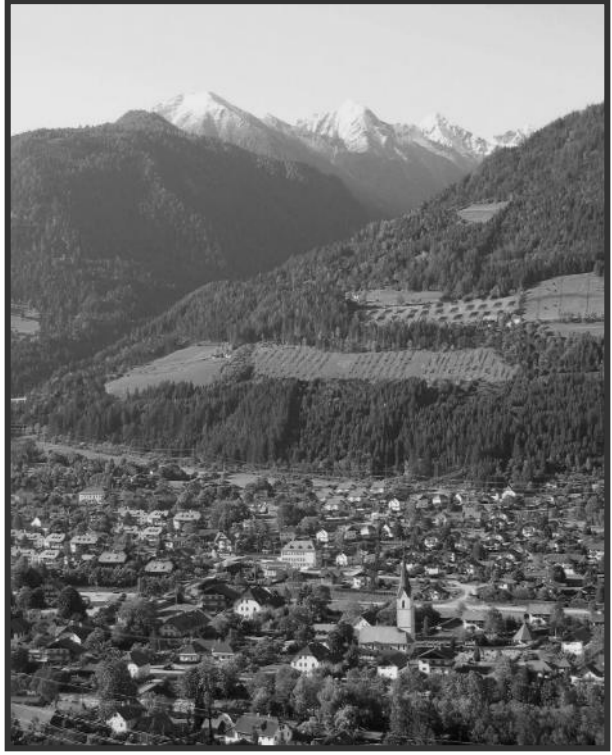
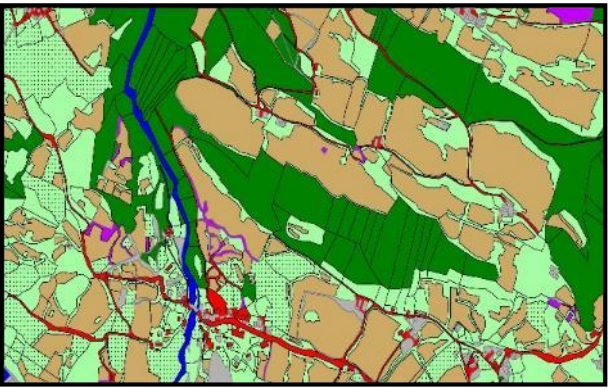
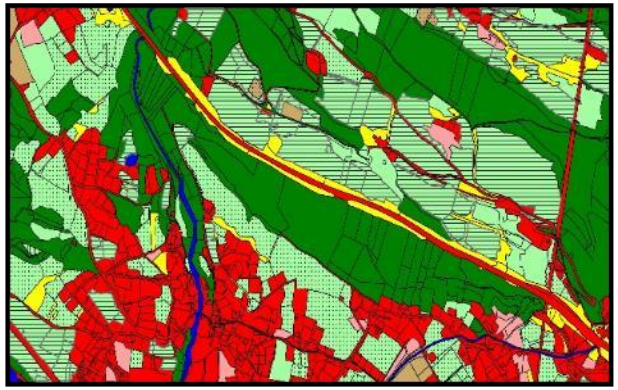
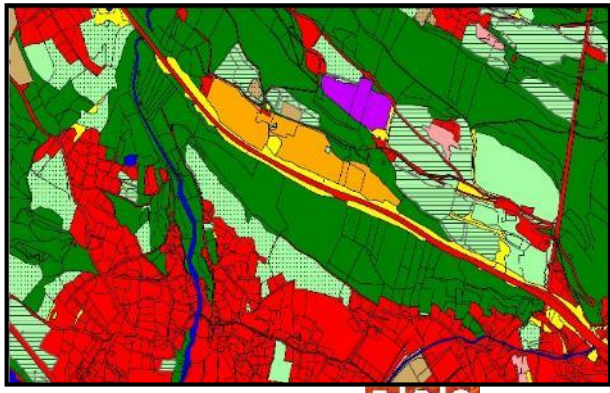


Nature Parks Tyrol

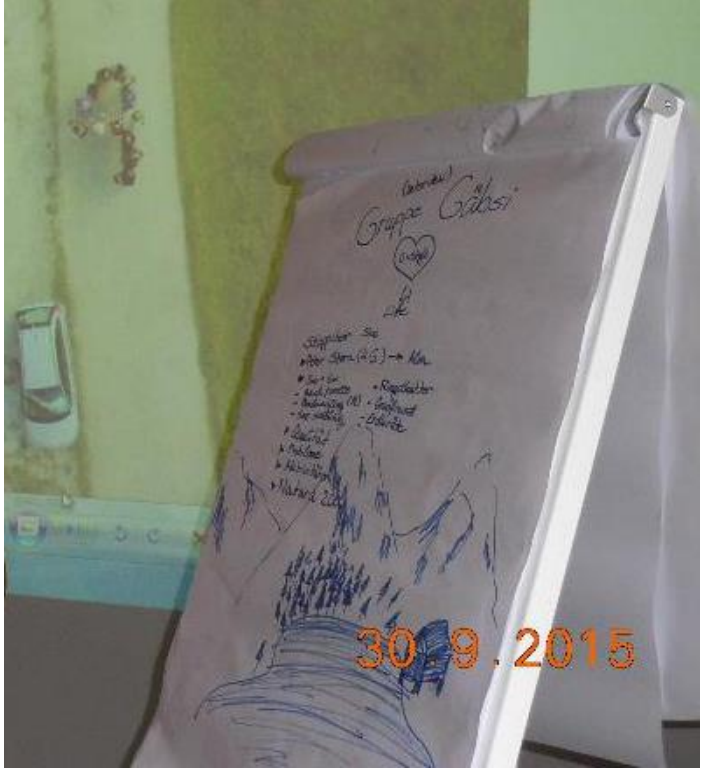
Source: http://www.naturpark-tiroler-lech.at

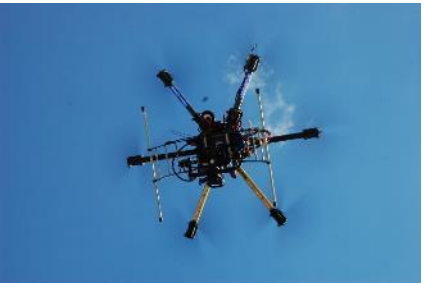
Visitor centres

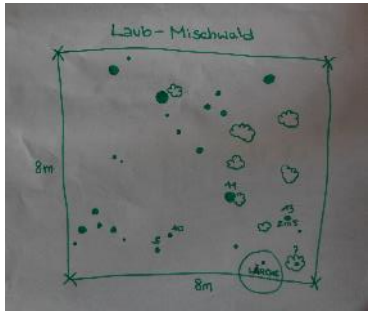
NP Hohe Tauern: Visitor centres

Awareness rising







Pre-scientific working



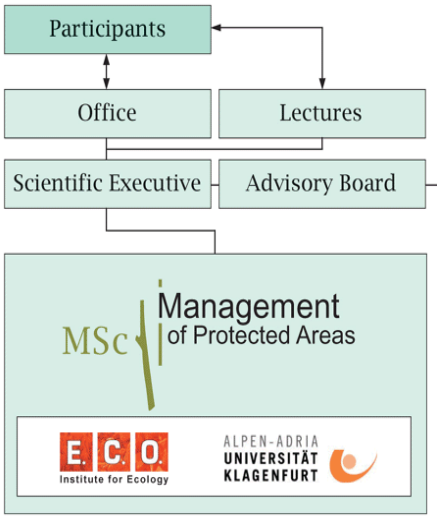





Thematic trails in mountainuous PAs

Setting

The MSc programme is set up in cooperation between the University of Klagenfurt and E.C.O., a company specialised in planning and consulting Protected Areas (PA). An international Advisory Board is established in order to support and control the quality of courses and theses.



University courses at Klagenfurt:

- „Management of Protected Areas“
- “Mountain ranges of the world”
- “Conservation of Nature and Landscapes”
- “Sustainability”
- “Methods of intercultural sustainability”

Courses at Klagenfurt

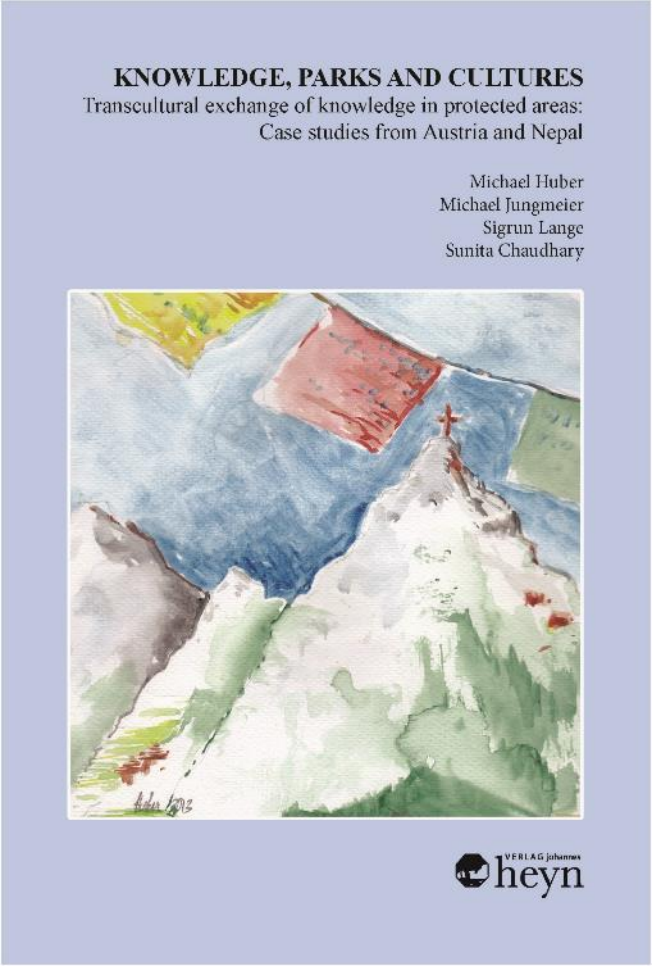
EPA Summer School

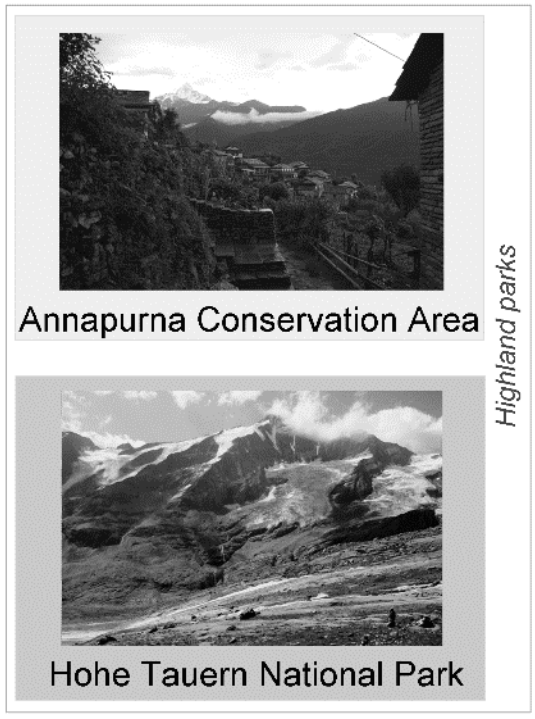
Carpathian mountains: CBR, ECBR

Great Caucasus: Tusheti NP

Talish mountains: Hircanian forests, Azerbaijan

Kopetdag mountains: Sumbar and Kopetdag NP





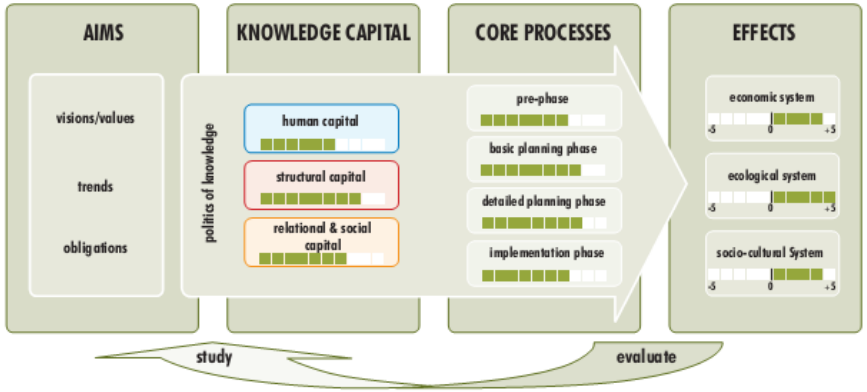
Himalaya and the Alps

Chitwan National Park

area 932km² (+750km² bz)
founding year: 1973
inhabitants: 250.000
communities: 35

PA-category: IUCN II
country: Nepal
number of employees: 150
ecosystems: Sal forest, grassland

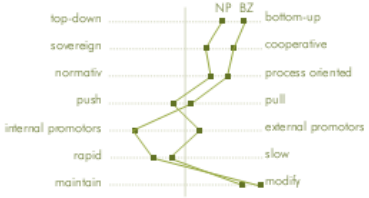
Especially proud of...
2011: zero poaching year (rhino)



AIMS

visions/values	trends	obligations
internal	internal	internal
external	external	external
Protection of endangered species	Poaching	National wildlife act (1973)
Anti-poaching activities	Tourism	Forest act
Promote tourism	Biodiversity conservation	IUCN-guidelines

strategy



KNOWLEDGE CAPITAL

board (no. of empl./female %)

human capital

management (5 persons/ 0 female)

politics	
agriculture/forestry/hunting	
tourism and education	
science	
administration & other experts	
economy	
other	

100%	natural sciences
	planning sciences
	law
	economics
	human and social sciences
	technical sciences
	others

education (low/middle/high/academic in %)

100% academic

age distribution

20-30 | 31-40 | 41-50 | >50

origin (reg. PA/nat./internat.)

region | national

participants

Baburam Bhattarai (NTNC)
Assistant Warden (NP)
Rama Poudel (BZ User Comitee)
Sunita Chaudhary (ICIMOD)
Michael Huber (E.C.O.)

contact information

KNOWLEDGE CAPITAL

structural capital

Basic infrastructure	
Office space, office infrastructure	
Technical infrastructure (IT-Environment, GIS, ...)	
Mobility (vehicles, cars etc.)	
other ... Park post	
Research infrastructure	
Library	
Technical devices (Pda, GPS...)	
Labratories, measuring points etc.	
Research stations, observation sites etc.	
other ...	
Visitor Facilities and educational infrastructure	
Visitor Center	
Interpretive trails	
(Hiking) trails	
Virtual inform. (Website, Audioguides, smartphone apps, ...)	
other ... Breeding centres (elephant, gharial, vulture)	
Most important infrastructure	
Basic infrastructure 1	office building/posts
Basic infrastructure 2	road network
Research infrastructure 1	laboratory
Research infrastructure 2	technical devices
Visitor fac. and educ. infrastructure 1	visitor centre
Visitor fac. and educ. infrastructure 2	elephant breeding centre

missing | deficient | sufficient | complete

Most important cooperations	
International 1	IUCN
International 2	WWF
International 3	India
National 1	NTNC
National 2	WWF
National 3	Army
Regional 1	Buffer zone comitee
Regional 2	Police
Regional 3	Nature guides

relational and social capital

	0	1-10	11-20	> 20
International network				
Umbrella organizations		■		
Protected areas			■	
NGOs and international conventions				■
Educational and research institutions			■	
Political and administrative institutions		■		
International enterprises		■		
Expert-network			■	
National network				
Umbrella organizations				■
Protected areas				■
NGOs and conventions			■	
Educational and research institutions			■	
Political and administrative institutions			■	
National enterprises			■	
Expert-network				■
Regional network				
Cooperation with stakeholders (Meetings, Jour fixe...)				■
Local associations				■
Political and administrative institutions				■
Educational institutions			■	
Regional enterprises				■
Expert-network				■

KEY INDICATORS

Creation of knowledge (per year)	
Research projects	
Theses and dissertations	
Professional training of employees (days)	n.a.
Application of knowledge (per year)	
Implementation projects (one-time)	
Implemented measures (long-lasting)	
Knowledge transfer (per year)	
Further training offered by PA (participants)	n.a.
Popular science publications and brochures	n.a.
Number of press releases	
Cooperation with schools (no. of particip. students)	n.a.
Guided excursions in the PA (no. of participants)	n.a.
No. of visitors at the visitor center (if existing)	48.000
Storage and technical documentation of knowledge (per year)	
Extension of books in the library (number of new books)	n.a.
Scientific publications with reference to the PA (articles)	

CORE PROCESSES

	known	DNPWC	NP	BZ	NTNC
Pre-phase					
Development of idea and vision	1	■			
Feasibility Check		■			
Communication and Participation I		■	■		
Incorporation in Protected Area Systems		■			
Planning Phase - Basic Planning					
Planning Handbook		■			
Communication and Participation II		■	■		
Basic Investigation		■	■		
Implementation Planning		■	■		
Designation and Establishment	1	■			
Planning Phase - Detailed Planning					
Mission Statement and basic Concepts		■	■		
Ecosystem-based Management Plans		■	■		
Design of (regional) Economic Programs		■	■	■	
Specific Planning (Subsidiary plans)		■	■		
Implementation Phase - Internal processes					
Personnel and organizational development		■	■		
Evaluating managment effectiveness		■			
Financing (Business Plan)		■	■		
Data and information management		■	■		
Research setting and monitoring		■	■		
Implementation Phase - External processes					
Impact Assessment and Limitation		■	■		
Communication and participation III		■	■		
Development of the protected area's region	2	■		■	
Co-operation design		■			
Information, Interpretation, Education		■	■		
Visitormanagement, services and infrastructure		■	■		
Marketing and Public relations		■		■	
Conservation Measures		■	■		
Law Enforcement	2 4	■	■		

1) 1973: Establishment National Park
2) 1975: Army deployed to NP
3) 1995: Establishment buffer zone
4) 2011: Zero poaching year (rhino)
5) 1965: Mahendra deer reserve - 1 st idea

Investment in people: Summarising the results of this study and considering many discussions, observations, information and personal meetings with stakeholders, the authors are convinced that any investment in people (training, organisational development, capacity building, education, empowerment, knowledge management) is more likely to support the development in the region than large investments in infrastructure.

Ethiopian Highlands - Kafa Biosphere Reserve

Pas in mountain region…

…face similar problems, but need specific solutions

…offer unique educational possibilities, but need attractive/ cooperative implementations

Summer school
28.8.2017

Environmental ethics an mountain ethics

Dr. Luka Omladič

Univerza v Ljubljani, Filozofska fakulteta

1. Why ethics?

Ethics:

- What certain (individual, group, society) considers as the rules for *right* conduct
- Rational (philosophical) theory on which principles, values and rules can be universally recognized as *good*.
- A tool for organising rational consensus, solving conclicts, educating on right or wrong

1. Why ethics?

Environmental ethics:

- Finding right values and principles for environmental protection to be based upon
- Help mediating in „environmental conflicts“
- Examining the value of non-human (nature, beings)
- Educating on the good conduct towards evironment and non-human nature

1. Why ethics?

- Is there something „special“ about environmental ethics? (Or is it simply a topical of general ethics?)

- Richard Sylvan (Routley): three traditional ethical views concerning man‘s relation to nature. DESPOTIC (man as a despotic ruler of nature), STEWARDSHIP position (man as custodian of nature), CO-OPERATIVE position (man as perfecter of nature)

Is there a need for new, environmental ethics, 1973

2. Breaking with Anthropocentrism Jeremy Bentham (1748-1832)

- „The day *may* come when the rest of the animal creation may acquire those rights which never could have been witholden from them but by the hand of tyranny. The French have already discovered that the blackness of the skin is no reason a human being should be abandoned without redress to the caprice of a tormentor …“

2. Breaking with Anthropocentrism Jeremy Bentham (1748-1832)

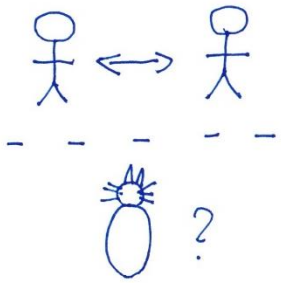
- „…It may one day come to be recognised that the number of the legs, the villosity of the skin, or the termination of the *os sacrum* are reasons equally insufficient for abandoning a sensitive being to the same fate. …. **the question is not, Can they *reason*? nor, Can they *talk*? but, Can they *suffer*?“**

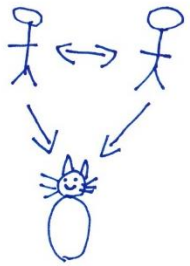
(*An Introduction to the Principles of Morals and Legislation, 1789*)

- Modern formulation (Animal Rights):

<u>Moral status is not necessary symmetrical!</u>

- Moral agent (human)
  - Has moral rights
  - Has moral duties
- Moral patient (non-human)
  - Has moral rights





OK, cat. But what about a mountain?

It cannot „feel“ or „suffer“ in a sense sentient being can.

Do we than have ethical obligation towards it?

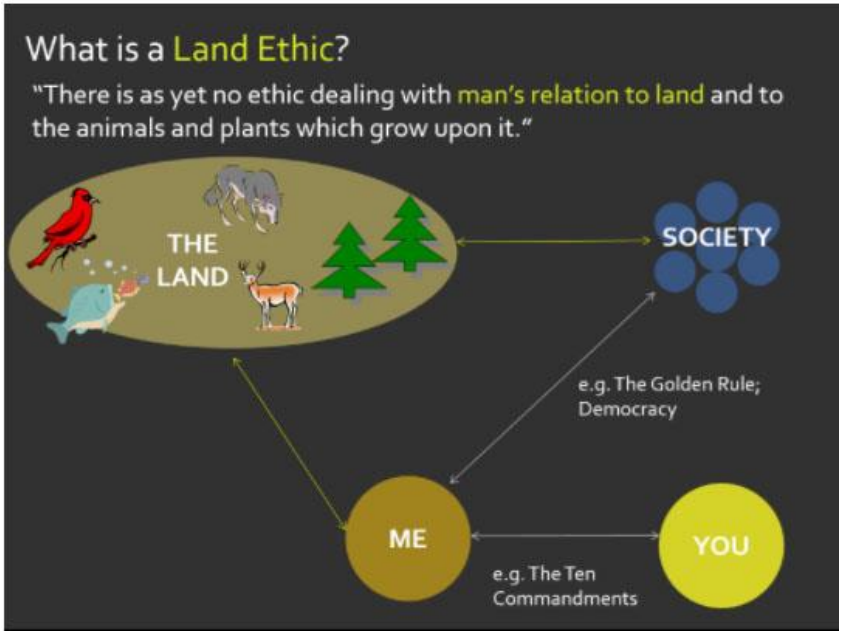
2. Breaking with Anthropocentrism
Aldo Leopold (1887-1948)

„All ethics so far evolved rest upon a single premise: that the individual is a member of a community of interdependent parts. His instincts prompt him to compete for his place in that community, but his ethics prompt him also to co-operate (perhaps in order that there may be a place to compete for).

The land ethic simply enlarges the boundaries of the community to include soils, waters, plants, and animals, or collectively: the land.“

2. Breaking with Anthropocentrism
Aldo Leopold (1887-1948)

„A thing is right when it tends to preserve the integrity, stability, and beauty of the biotic community. It is wrong when it tends otherwise.“ (*A Sand County Almanac*)



„Thinking like a mountain“

„A deep chesty bawl echoes from rimrock to rimrock, rolls down the mountain, and fades into the far blackness of the night. It is an outburst of wild defiant sorrow, and of contempt for all the adversities of the world. Every living thing (and perhaps many a dead one as well) pays heed to that call. To the deer it is a reminder of the way of all flesh, to the pine a forecast of midnight scuffles and of blood upon the snow, to the coyote a promise of gleanings to come, to the cowman a threat of red ink at the bank, to the hunter a challenge of fang against bullet.

Yet behind these obvious and immediate hopes and fears there lies a deeper meaning, known only to the mountain itself. Only the mountain has lived long enough to listen objectively to the howl of a wolf.“

2. Breaking with Anthropocentrism: Ecocentrism

- Arne Naess (1912-2009): „DEEP“ vs. „SHALLOW“ ecology

„The Shallow Ecology movement:

Fight against pollution and resource depletion.
Central objective: the health and affluence of people in the developed countries.

The Deep Ecology movement:

Rejection of the man-in-environment image in favor the relational, total-field image. Organisms as knots in the biospherical net or field of intrinsic relations. “

„The well-being and flourishing of human and nonhuman life on Earth have value in themselves (synonyms: inherent worth, intrinsic value, inherent value). These values are independent of the usefulness of the nonhuman world for human purposes.“

Arne Naess and George Sessions, first platform priciple of D.E. movement, 1984

- Instrumental and intrinsic value:

the core question of envirnonmental ethics!

The „ecosystem services“ paradigm: does it intrumentalize and commodify nature?

Why we „value“mountains? Because they provide some „service“ for us?

3. Teaching ethics

1. Approach by principles and values
2. Approach by examples

Principles. Example: bioethics

- Respect for autonomy

respecting the decision-making capacities of autonomous persons; enabling individuals to make reasoned informed choices.

- Beneficence

this considers the balancing of benefits of treatment against the risks and costs; the healthcare professional should act in a way that benefits the patient

- Non maleficence

avoiding the causation of harm; the healthcare professional should not harm the patient. All treatment involves some harm, even if minimal, but the harm should not be disproportionate to the benefits of treatment.

- Justice

distributing benefits, risks and costs fairly; the notion that patients in similar positions should be treated in a similar manner.

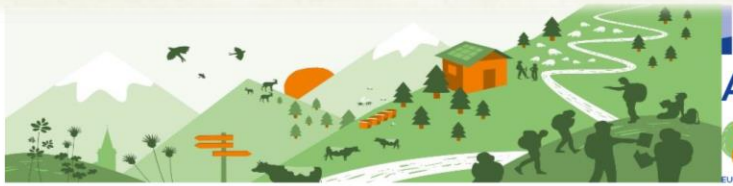
- Mountain ethics?

(Sustainability, wilderness, accessibility, benefit-sharing, landscape protection, safety, …)

Teaching ethics by examples

- Casuistry (case-based reasoning, by analogy with „ethicaly clear“ cases)

Thank you for your attention



Interreg Alpine Space YOUrALPS

EUROPEAN UNION

EUROPEAN REGIONAL DEVELOPMENT FUND

SUMMER SCHOOL ON MOUNTAIN ORIENTED EDUCATION

NAKLO, SLOVENIA

28. – 31. AUGUST 2017

MARJETA KERŠIČ SVETEL

HOW TO INTERPRET THE MOUNTAINS

Interpretation of mountain landscape – different approaches for different aims

BIOTEHNIŠKI CENTER NAKLO

University of Ljubljana FACULTY OF ARTS

GEOGRAPHIE INNSBRUCK

REPUBLIKA SLOVENIJA
SLUŽBA VLADE REPUBLIKE SLOVENIJE ZA RAZVOJ IN EVROPSKO KOHEZIJSKO POLITIKO

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INTERPRETATION (from inter-praetare in Latin…)

Let‘s ask the *Oxford english Dictionary*…

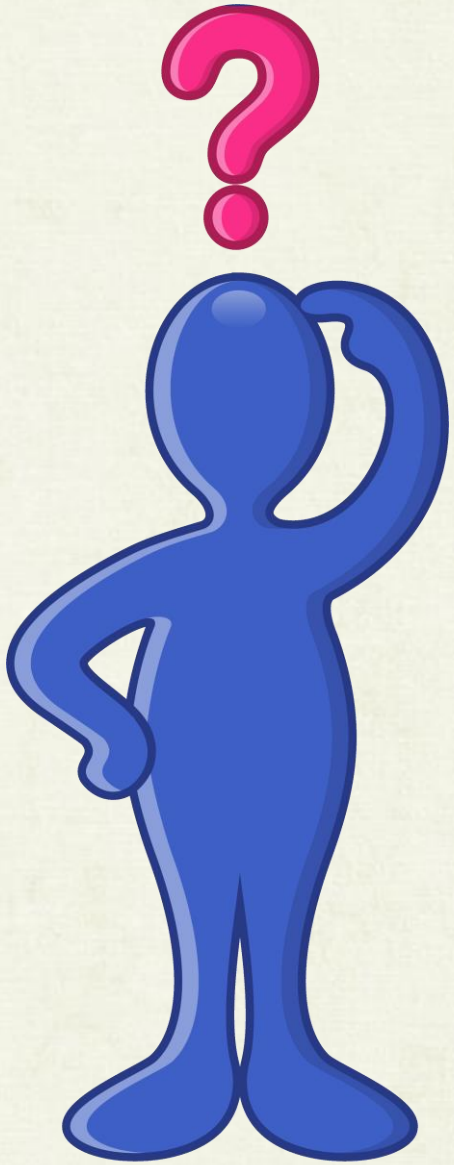
To in terpret

1. **Explain the meaning of** (information or actions) - *‘the evidence is difficult to interpret’*

2. **Understand** (an action, mood, or way of behaving) **as having a particular meaning.** - *‘he would no longer interpret her silence as indifference’*

3. **Perform** (a dramatic role or piece of music) **in a way that conveys one's understanding of the creator's ideas.**
‘interpreting the music well takes hours of listening and experimentation’

4. **Translate** orally or into sign language the words of a person speaking a different language. - *‘I agreed to interpret for Jean-Claude’*



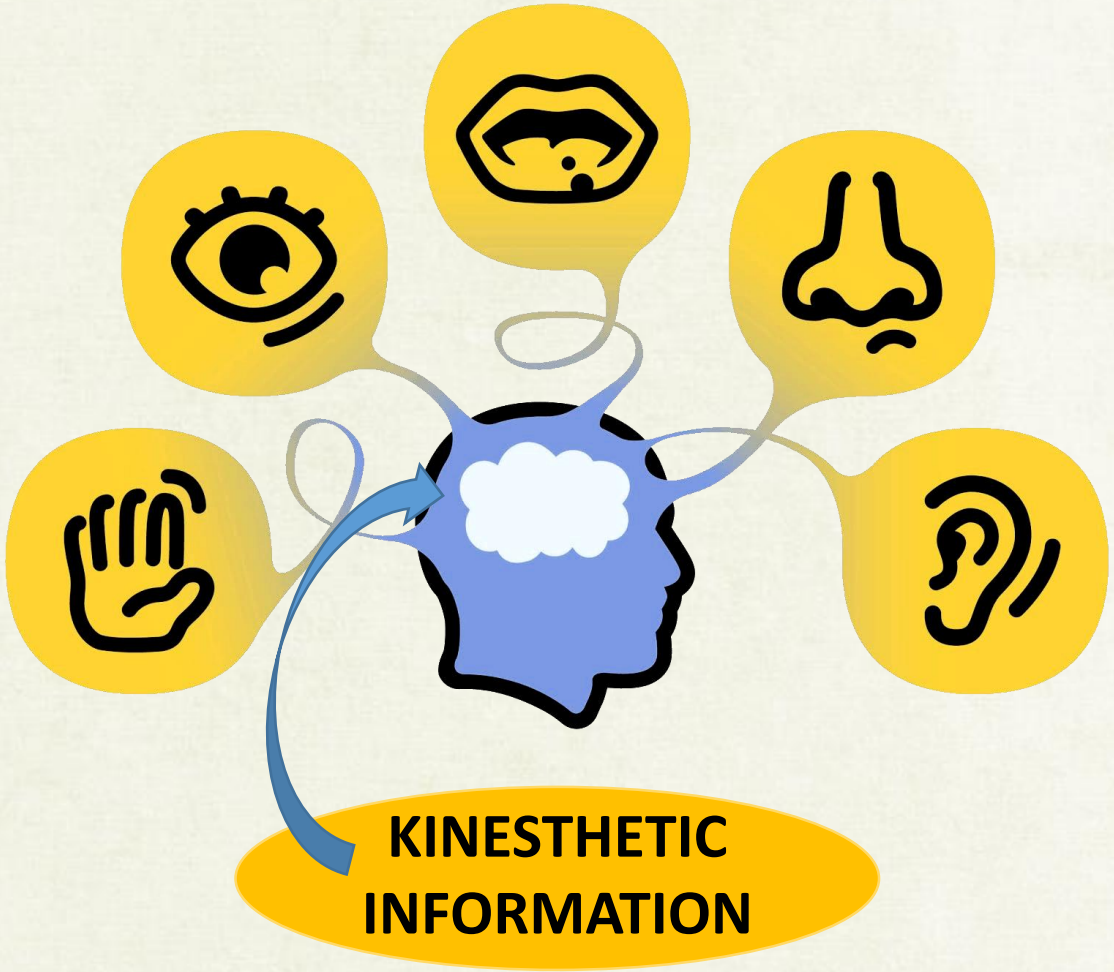
To add to the existing problem of several meanings of the word INTERPRETATION:

HERITAGE INTERPRETATION

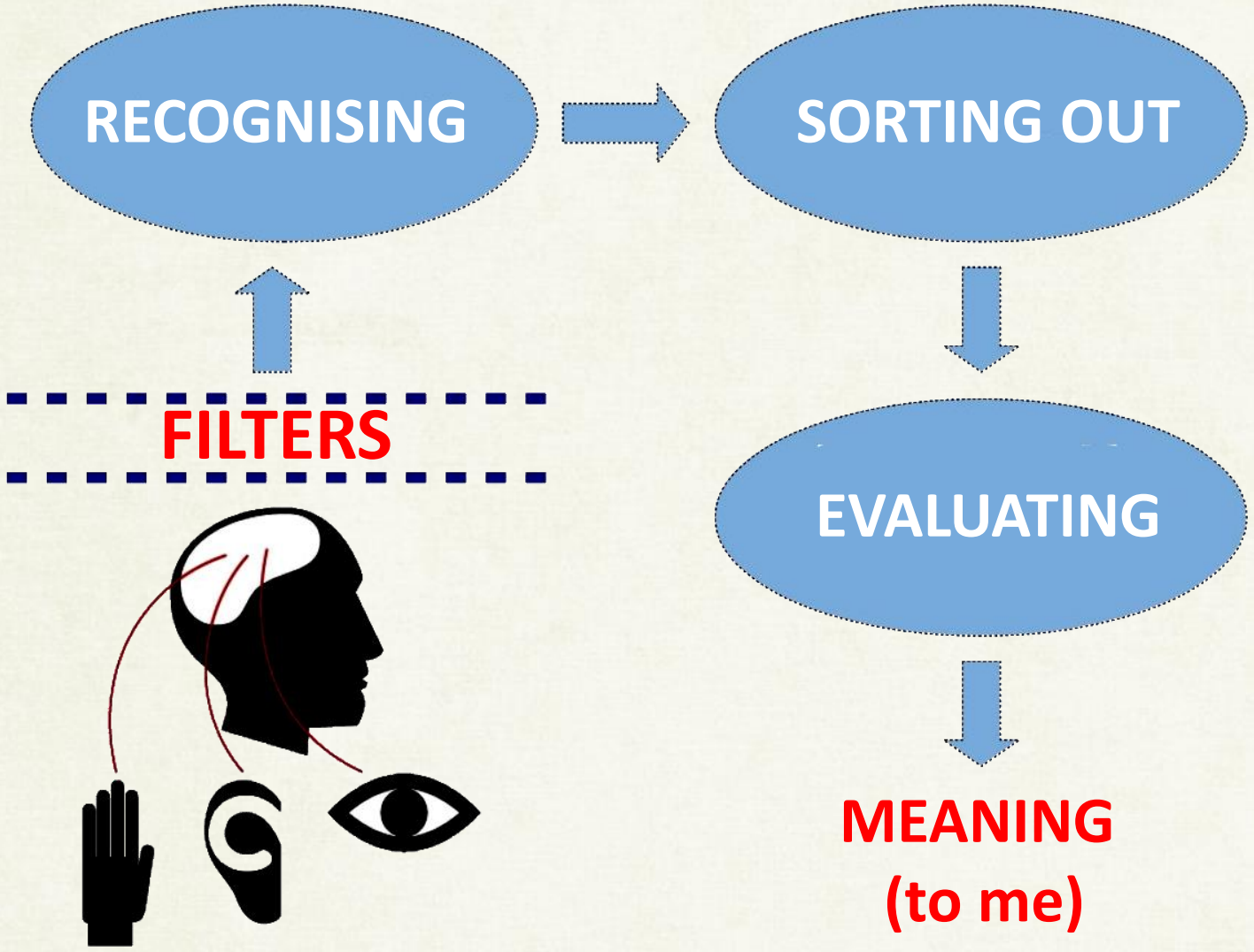
What is heritage?

What exactly is heritage interpretation?

Interpretation as a psychological process of **meaning making** (or making sense of what we experience)



Information in itself has no meaning… yet. Often an information is lost before the process of meaning making even starts.



RECOGNISING

SORTING OUT

PREVIOUS EXPERIENCE, MEMORIES

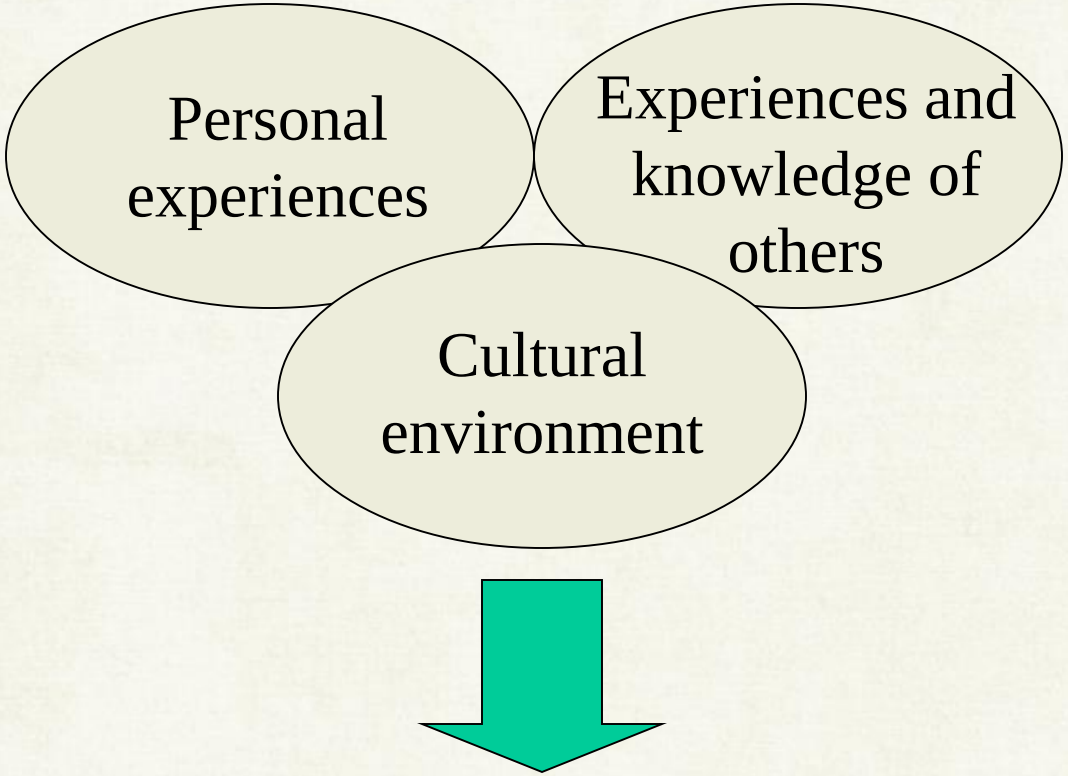
WHAT OTHERS HAVE TO SAY ABOUT IT

FILTERS

EVALUATING

MEANING (to me)

Enormous competitive advance of Homo sapiens: ability of transfering complex knowledge

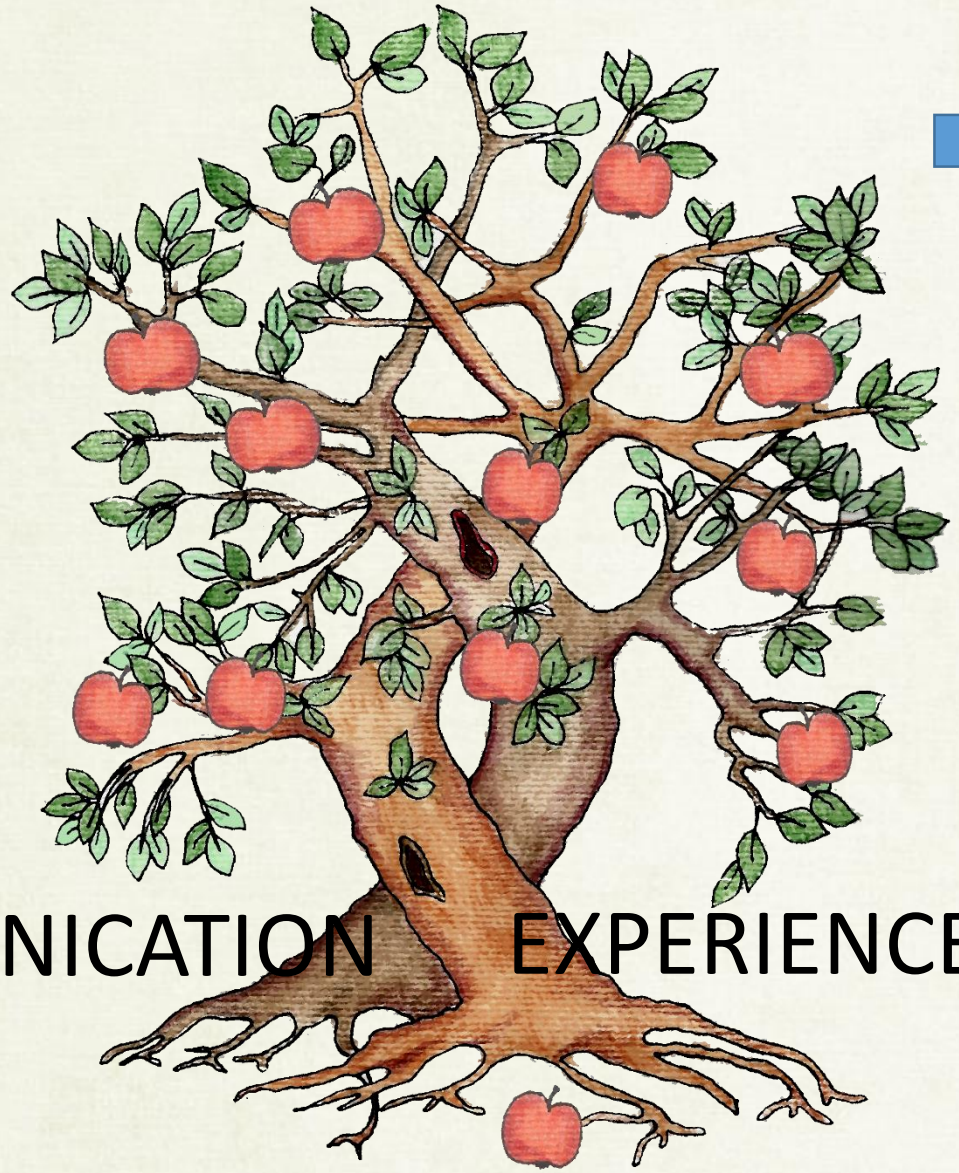


HOW WE UNDERSTAND THE WORLD

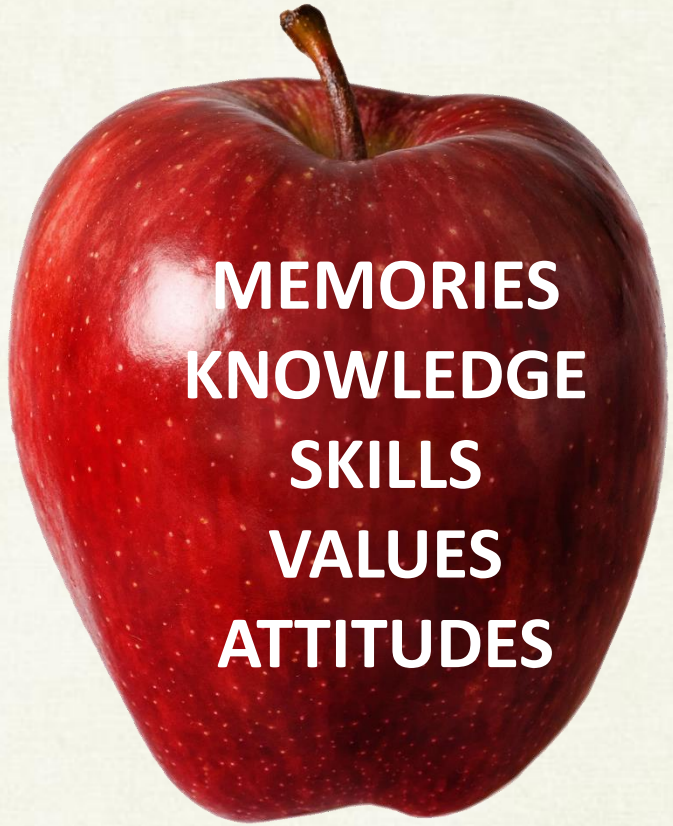
It is not just about information (data) – it is also about meanings, values, concepts, skills


7

REFLECTION



COMMUNICATION EXPERIENCE



Heritage interpretation is an educational activity which aims to reveal meanings and relationships through the use of original objects, by firsthand experience,and by illustrative media, rather than simply to communicate factual information.

Any communication process designed to reveal meanings and relationships of cultural and natural heritage to the public, through first-hand involvement with an object, artifact, landscape or site.
— *Interpretation Canada*

Interpretation is a mission-based communication process that forges emotional and intellectual connections between the interests of the audience and the meanings inherent in the resource.
— *The National Association for Interpretation*

Interpretation enriches our lives through engaging emotions, enhancing experiences and deepening understanding of people, places, events and objects from past and present.
— *The Association for Heritage Interpretation*

Interpretation refers to the full range of potential activities intended to heighten public awareness and enhance understanding of a cultural heritage site . These can include print and electronic publications, public lectures, on-site and directly related off-site installations, educational programs, community activities, and ongoing research, training, and evaluation of the interpretation process itself.
— *ICOMOS Ename Charter for the Interpretation and Presentation of Cultural Heritage Sites (2008)*

interpret europe

European Association for Heritage Interpretation

http://www.interpret-europe.net/

Heritage interpretation is a structured approach to non-formal learning specialised in communicating significant ideas about a place to people on leisure. It establishes a link between visitors and what they can discover at heritage sites such as a nature reserve, a historic site or a museum.

Good interpretation is always based on first-hand experience and often on personal contact with staff on site. Interpretation does four things:

•it provokes visitors' curiosity and interest in what may be an unfamiliar topic or theme

•it relates the site or objects to visitors' own knowledge, experience, background and values,

•it reveals the significance of the site or objects which visitors can understand and appreciate, and

•it helps people to enjoy a satisfying experience.

EXPERIENTAL EDUCATION

FOREST PEDAGOGY

CULTURAL MEDIATION

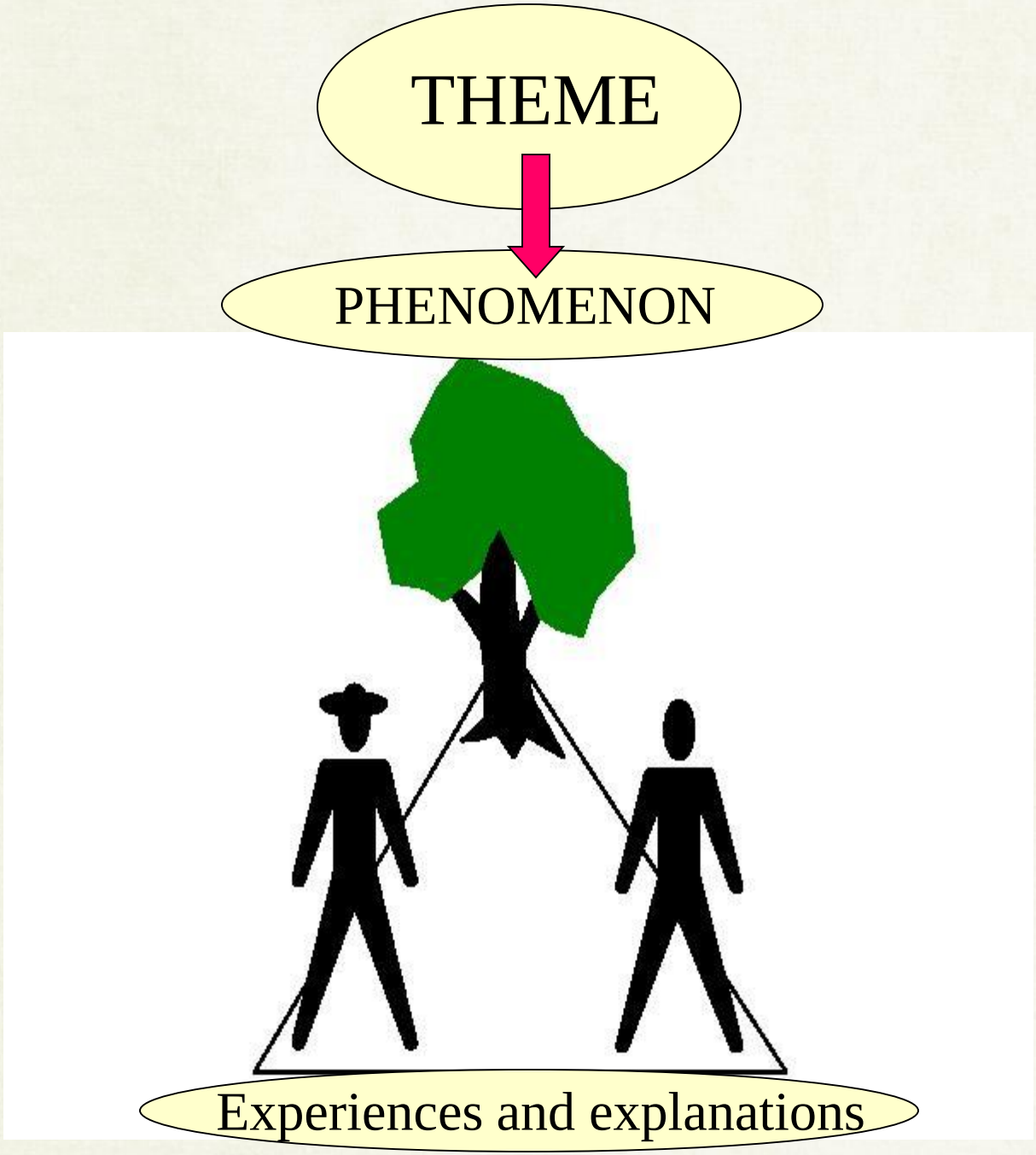
HERITAGE INTERPRETATION

EXPERIENTAL EDUCATION

- Part of organised educational process
- **Captive audiences**
- Connected to educational curricula
- Education as primary goal
- **Stress on skills and knowledge**

(HERITAGE) INTERPRETATION

- Leisure time activities
- **Non-captive audiences**
- **Site dependant**
- Linked to other leisure activities
- Independant of educational curricula
- Often part of tourism offer
- **Essential heritage management tool**
- **stress on values,**
- **respect, attitudes**



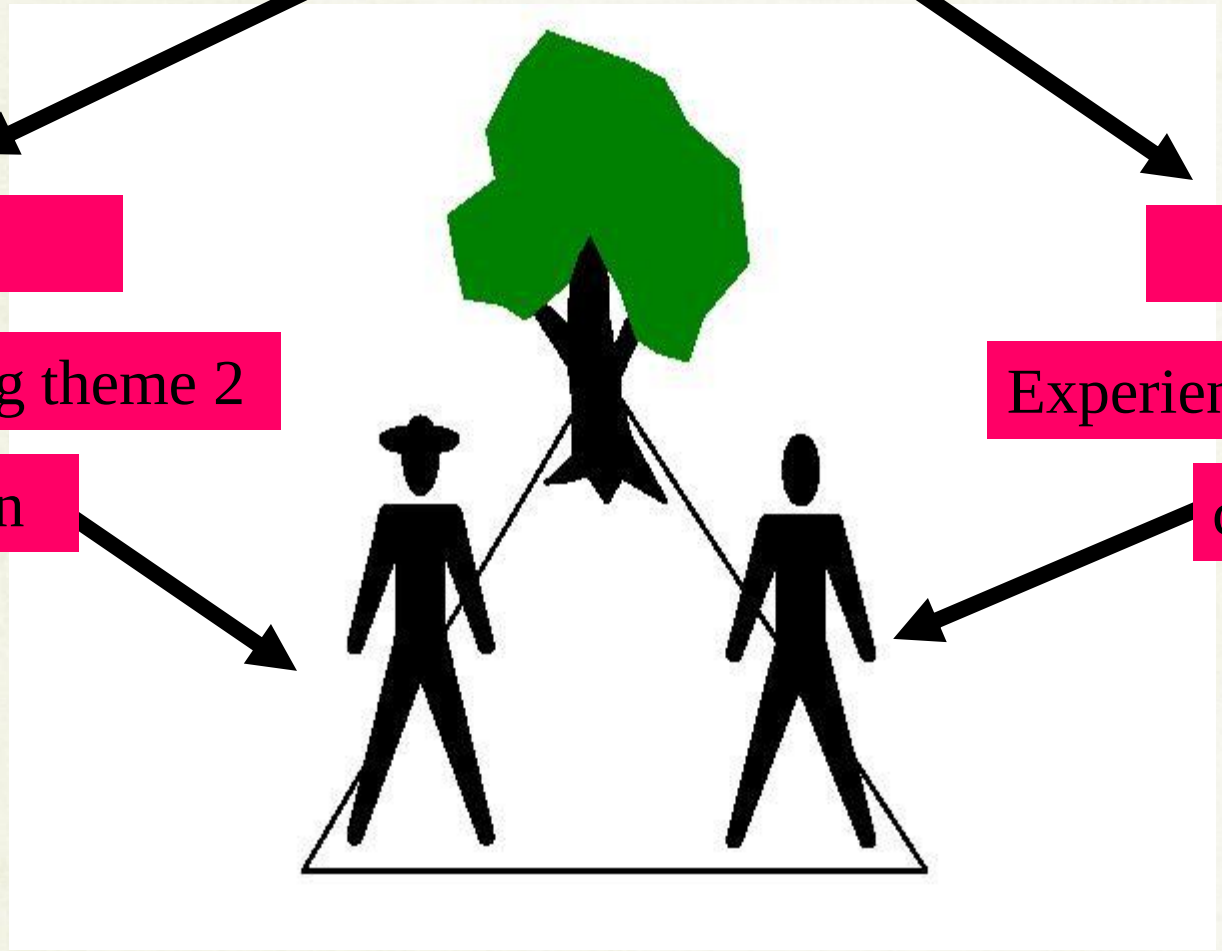
Designing process more typical in education

PHENOMENON

THEME 1

Experiences supporting theme 2

communication



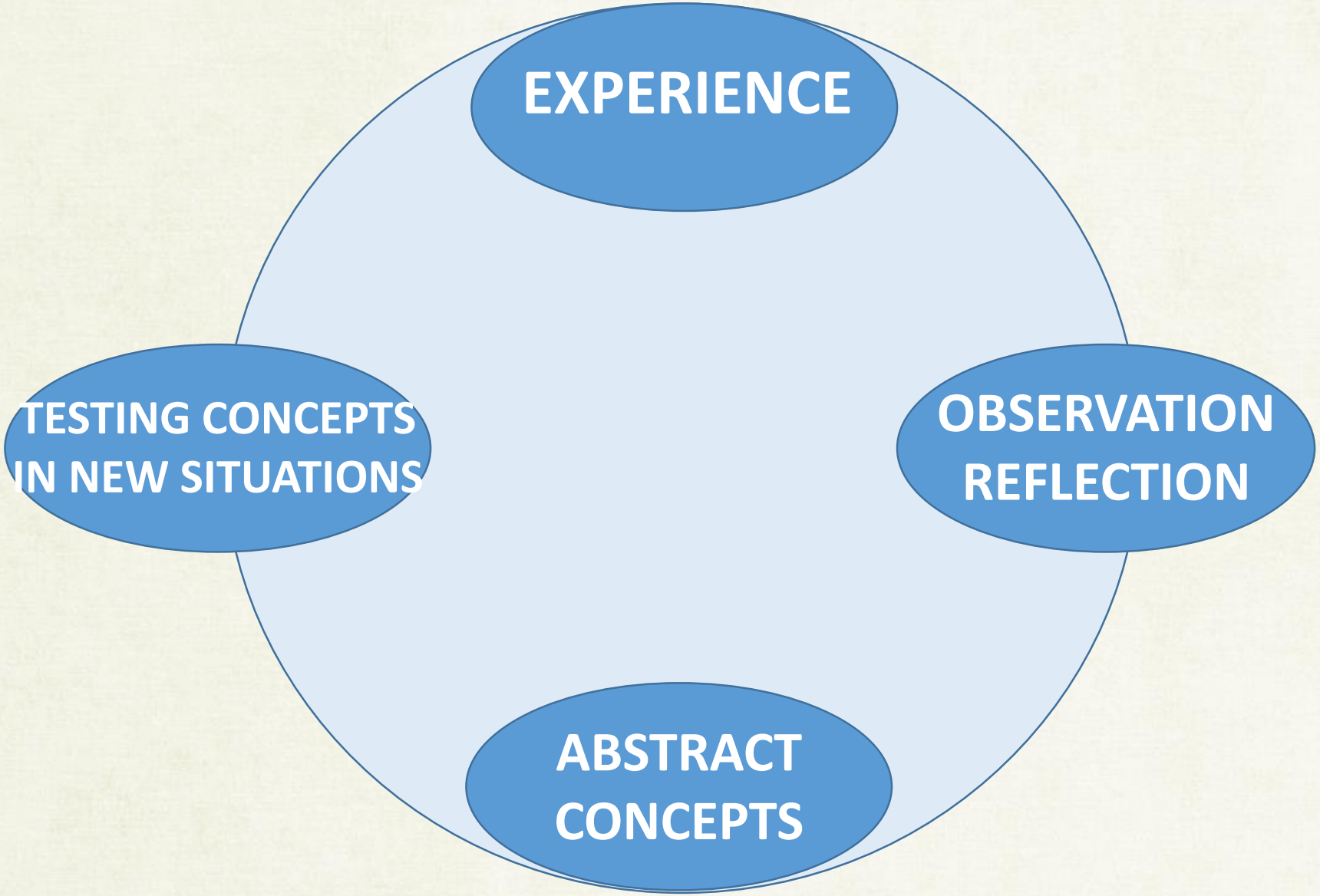
THEME 2

Experiences supporting theme 2

communication

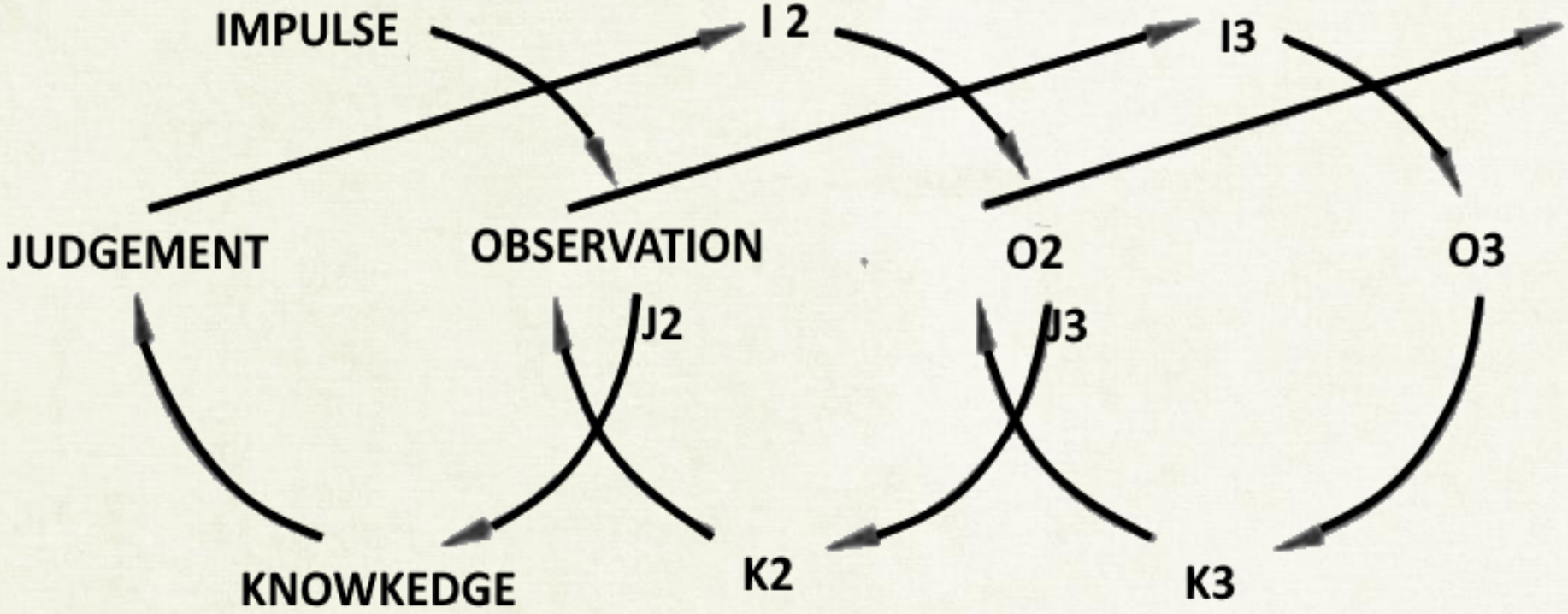
Designing process more typical of interpretation

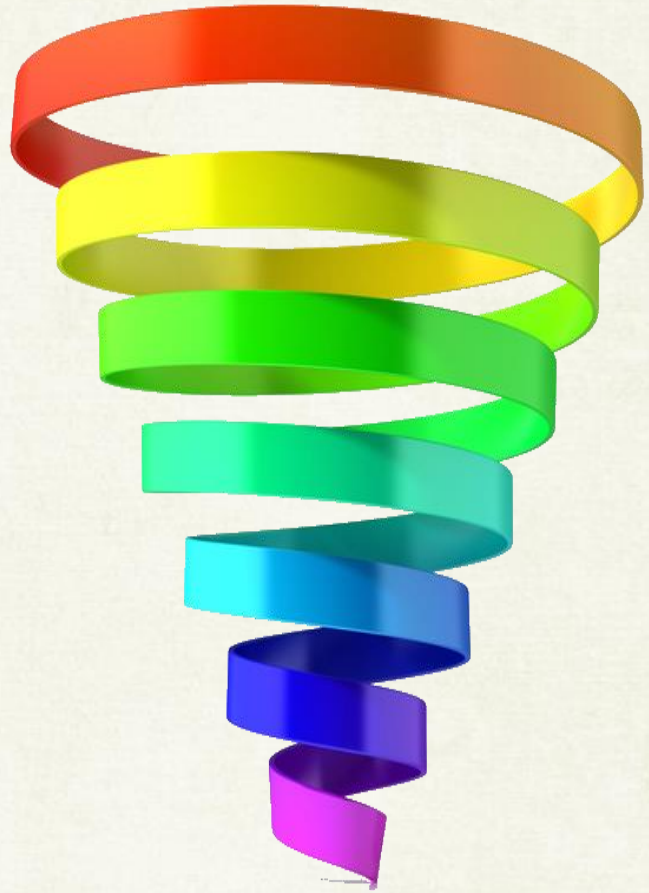
Colb‘s stages of experiental learning



Colb et al., 1971

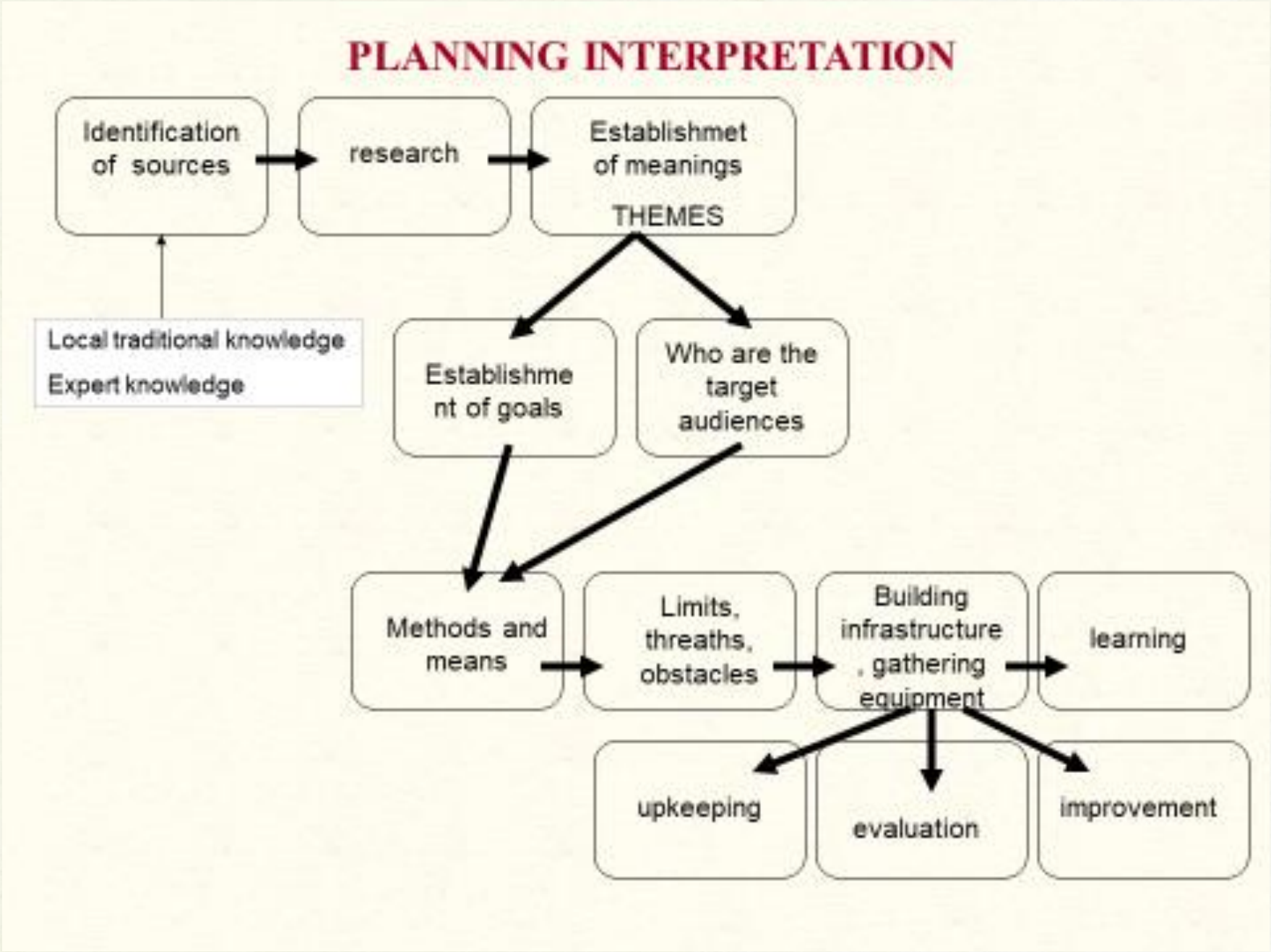
Dewey‘s model of reflective thought and action



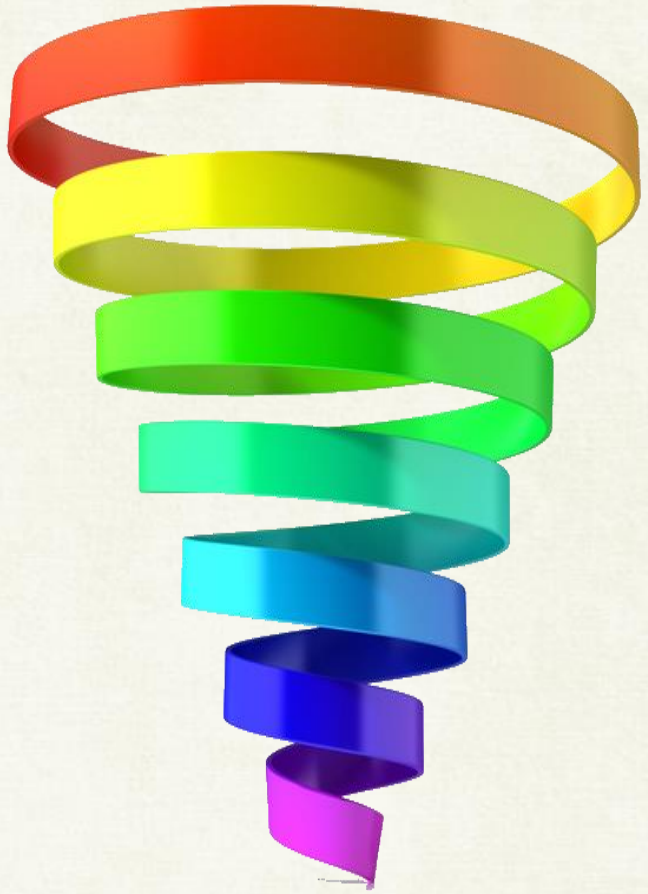


SPIRAL CURRICULUM

Kolb D. : Experiental learning, 1984



Understanding meanings and values of the site



QUALITY INTERPRETATION

- Has a clear goal (or goals)
- Is strategically planned and applied
- Is relevant – to local community, to heritage menagement and to VISITORS
- Covers different angles and meanings
- Is thematic
- Is always connected to experiences of the place
- Involves all senses
- Is based on layering of communication inputs
- Is designed according to needs of different groups of public

WHAT DO WE WANT THEM TO KNOW?

WHAT DO WE WANT THEM TO FEEL?

WHAT DO WE WANT THEM TO DO?

Strategic interpretation of an area starts with spatial planning!!

NARRATIVE LANDSCAPE

CANOPY - the overwhelming sensual experience of the place

ANCHORS – features and phenomena essential for meaning making and understanding local values

DOORS – open new themes and ivite visitors to new stories

CROSSROADS – where several experiences and stories meet

CANOPY - the overwhelming sensual experience of the place

CLUES – features and phenomena that help in meaning making

KEYS – communication infrastrusture and tools

There are places….

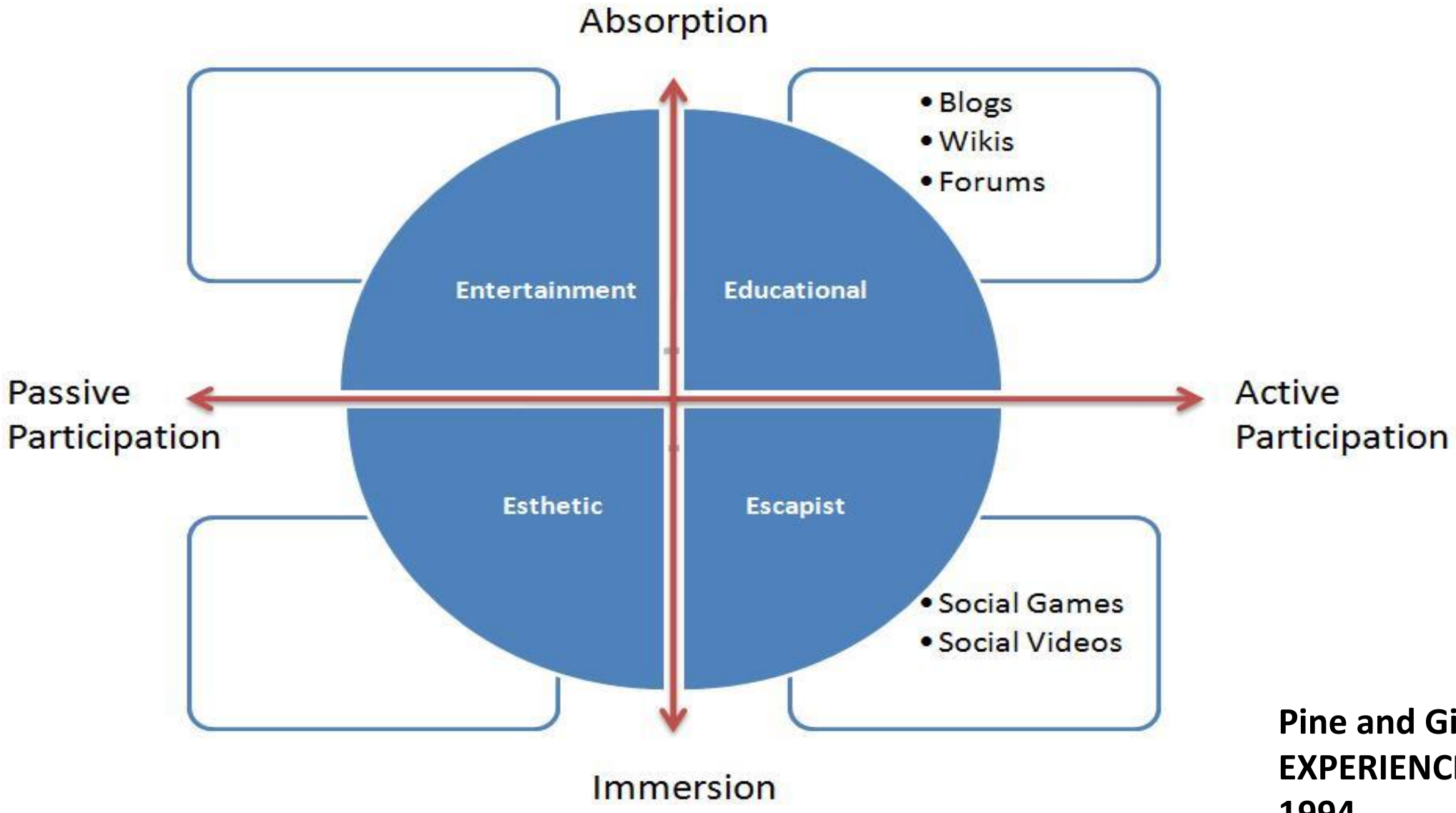
And there are **no-places!**

Why interpretation needs a plan? Not only a plan – **a strategy**?

If one doesn't know what the message is, one can not communicaste it to others.

Interpretation is a communication process. Without clear goals, a plan, carefully chosen tools and timing, skills and passion it is not going to work. Not at all!

The Four Realms of an Experience



Pine and Gilmore:
EXPERIENCE ECONOMY
1994

EXPERIENCES actually happen in peoples‘ brains. (Two people will experience the same event diferently!)

But nevertheless experiences can be designed and influenced.

STAGES OF EXPERINCE

Expectation (planning, gathering information, imagining, longing…)

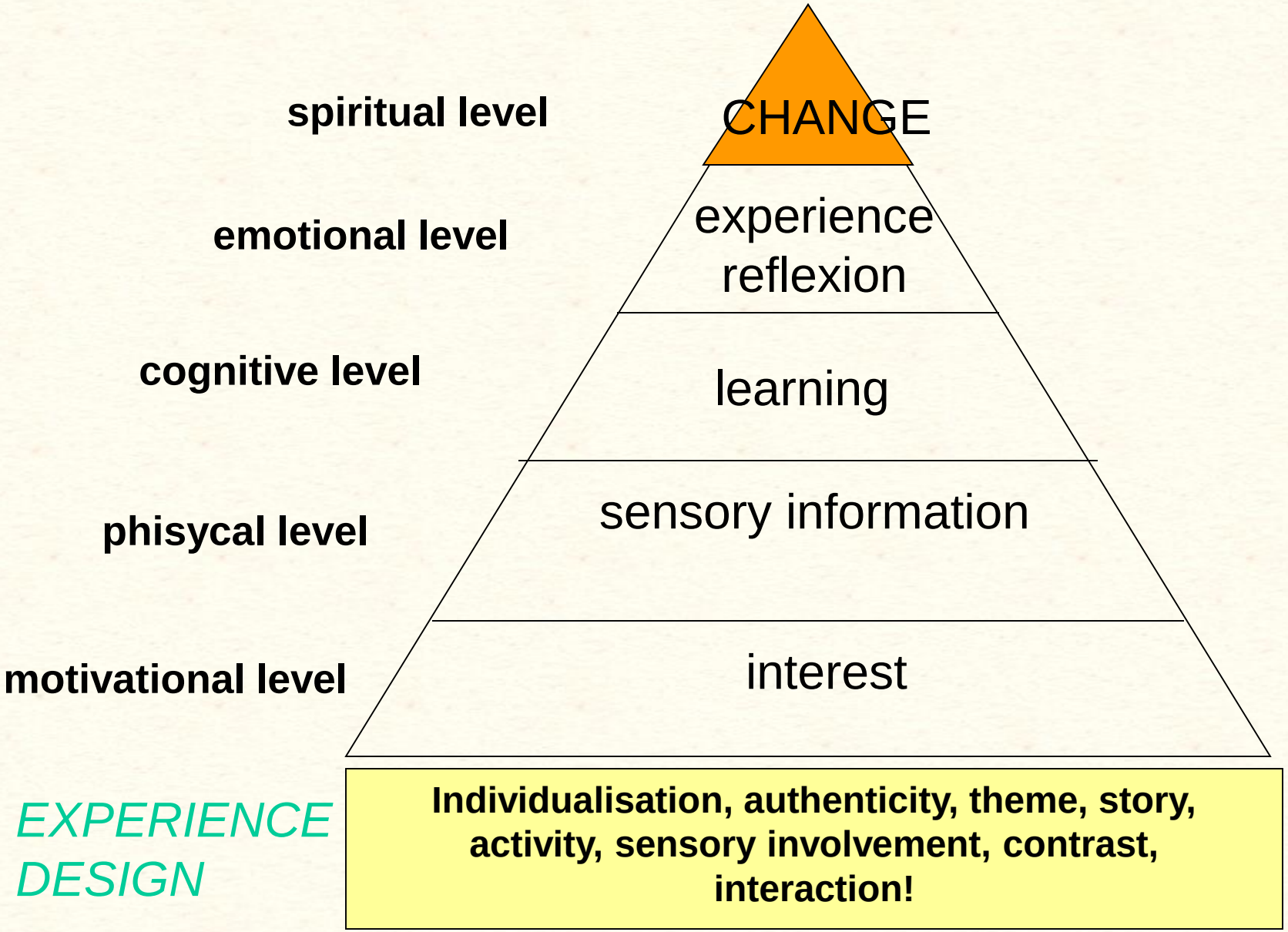
Traveling to

Experiencing environment and performing activities

Traveling from

Reflecting

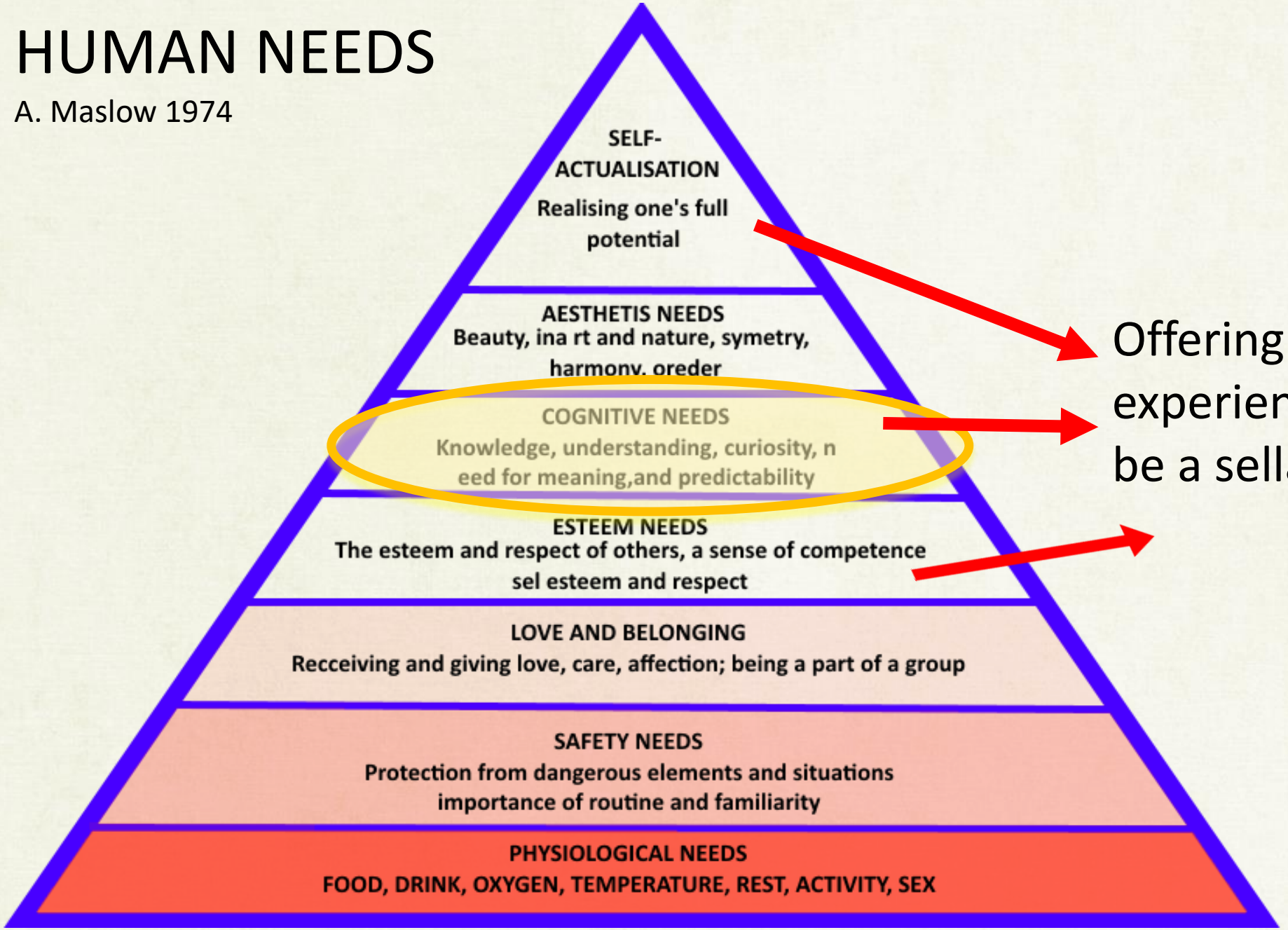
Long term memories



Tarsannen Sana, Kylånen Mika: A Theoretical Model for Producing Experiences – A Touristic Perspective. Articels on Experiences 2. University of Lapland Press, Rovaniemi 2005

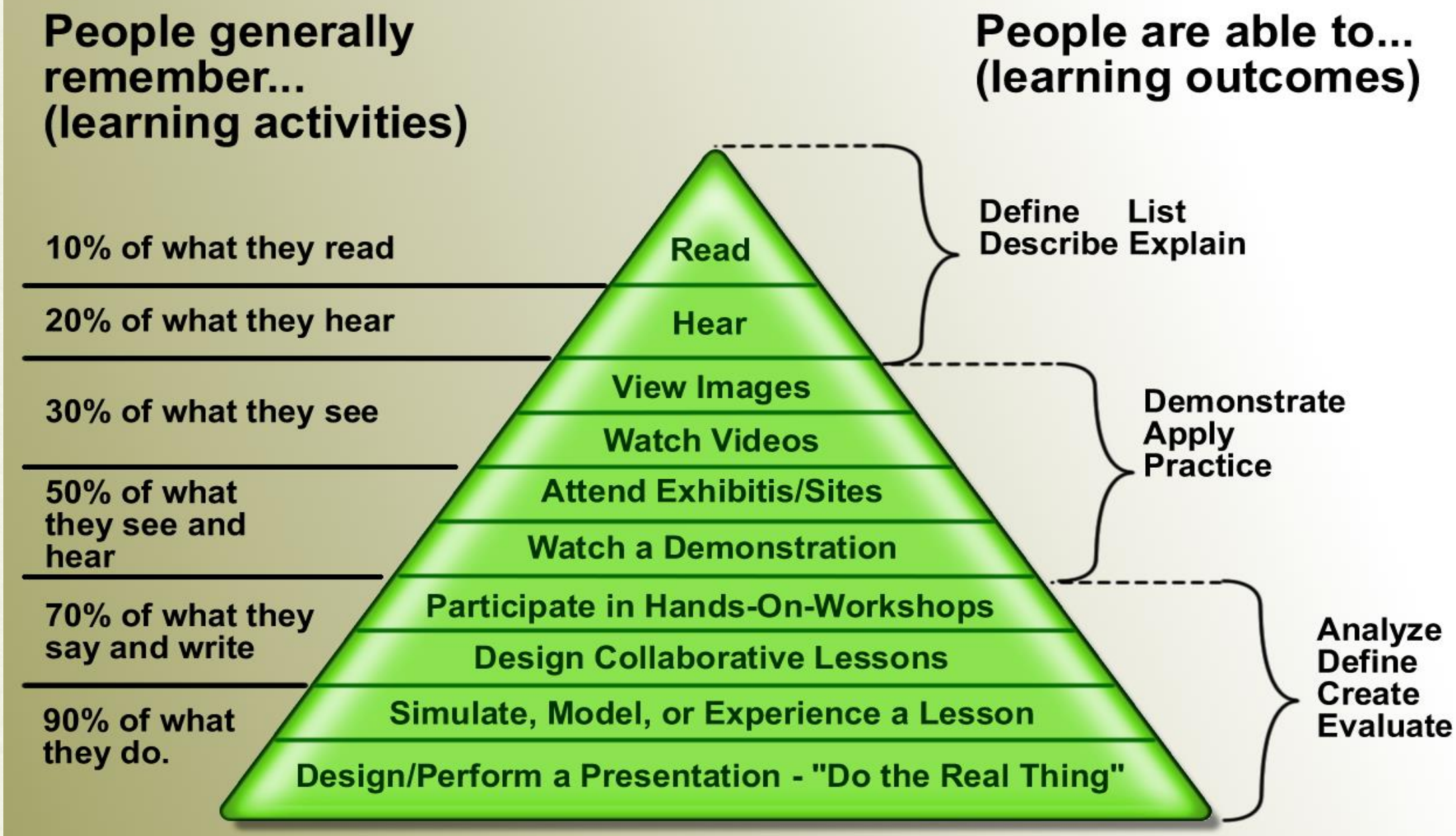
HUMAN NEEDS

A. Maslow 1974



Offering interpretation and experiental education can be a sellable product!

Edgar Dale's Cone of Experience



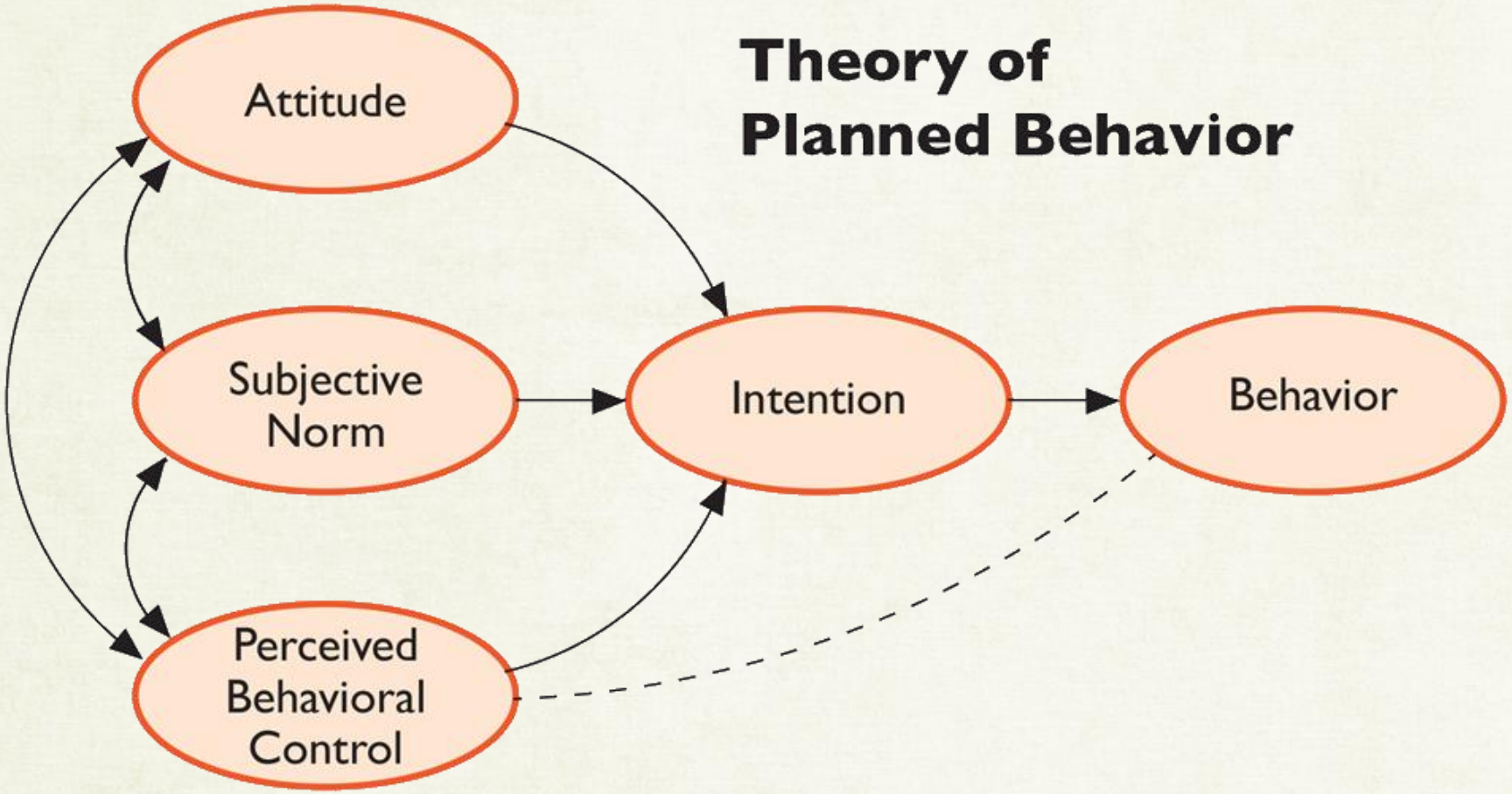
Central to the concept are the ideas of **increasing appreciation of the countryside resource** whilst **implementing sustainable tourism development** in rural areas through optimizing the use of indigenous resources.

Beyond the enhancement of visitor experiences, interpretation has a clear conservation goal in that it uses greater understanding as a first step towards appreciation and care for a countryside or heritage resource:

"Through interpretation, understanding, through understanding, appreciation, through appreciation, protection." (Tilden 1977).

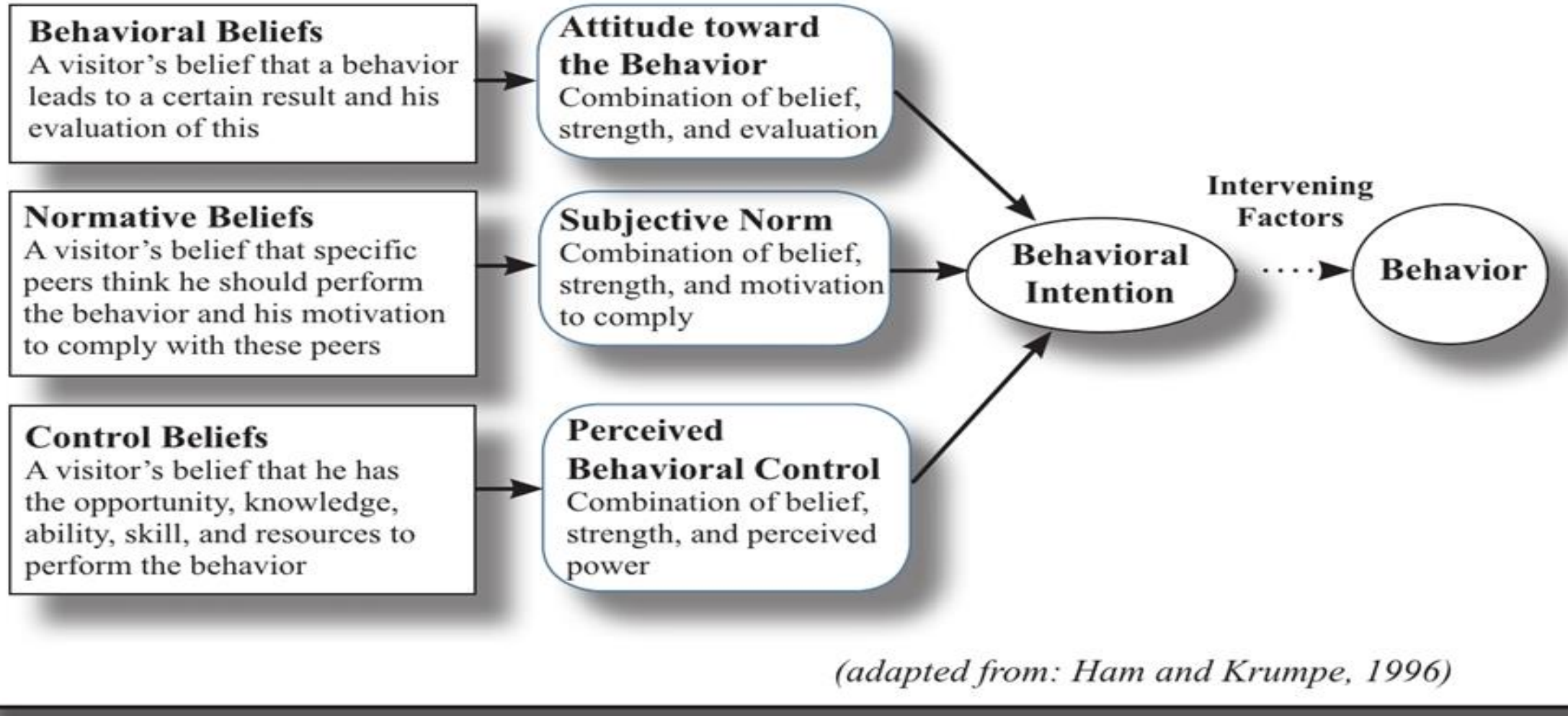

THIS IS THE MOST EXTRAORDINARY PLACE I HAVE EVER SEEN!

Interpretation as a field of strategic communication is one of the most important tools for management of protected areas and cultural resources.

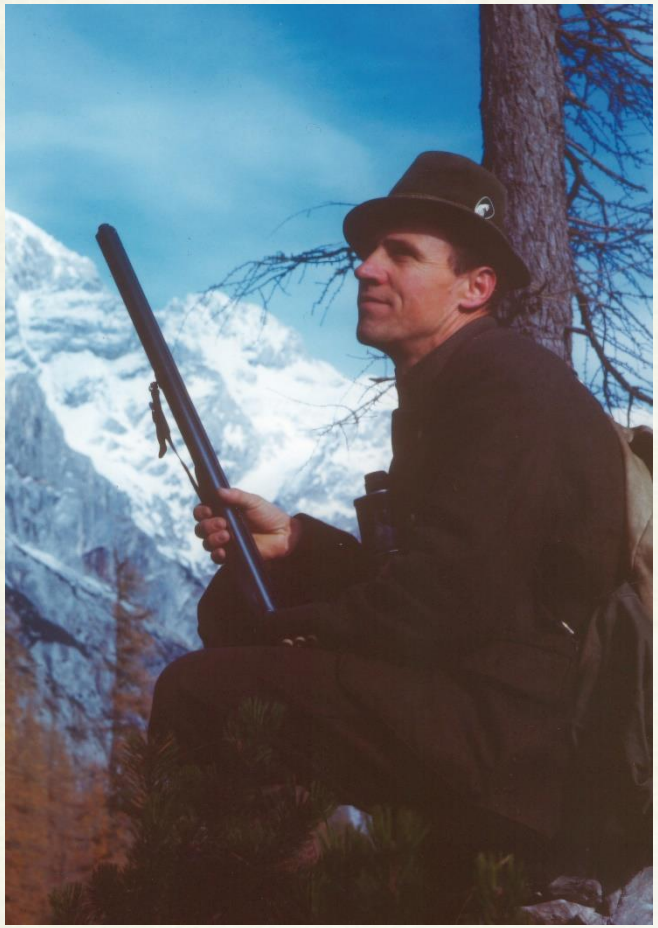


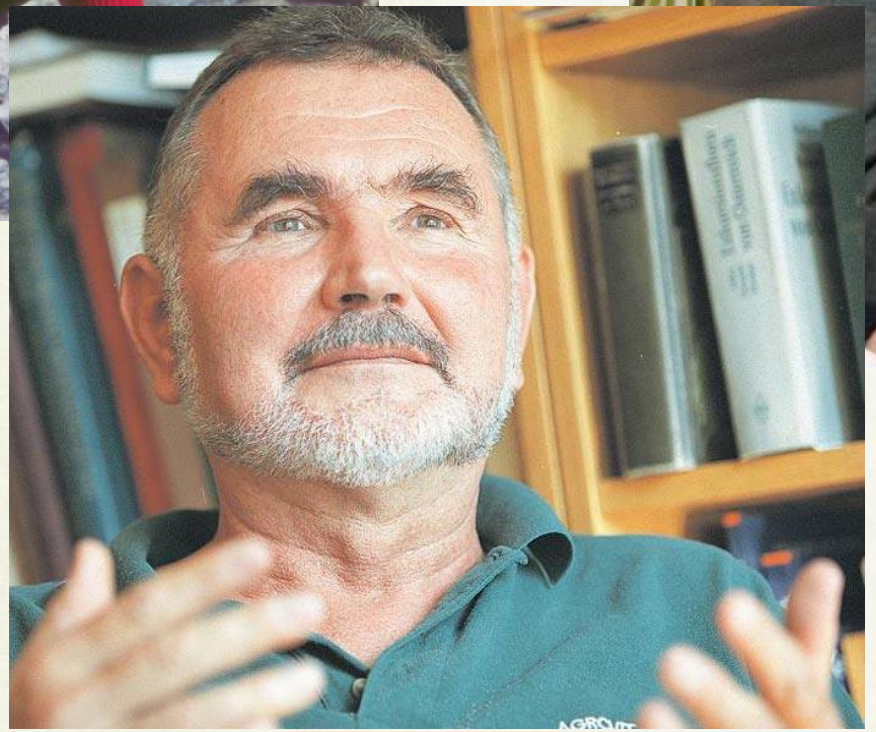
Ajzen, Icek (1991). "The theory of planned behavior". Organizational Behavior and Human Decision Processes.

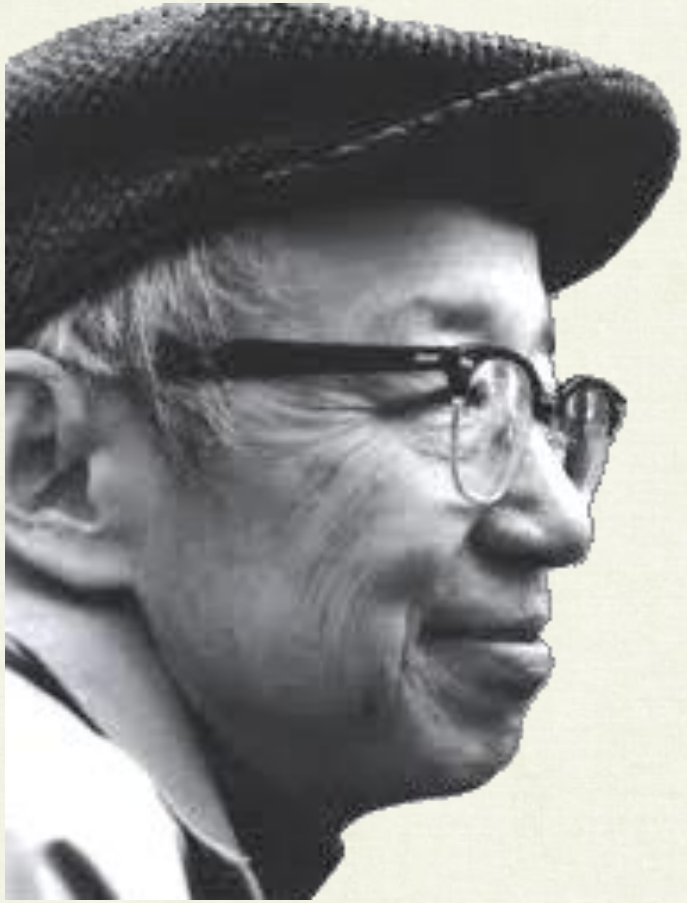
INTERPRETATION EFFECTS VISITORS PERCEPTIONS AND BEHAVIOUR



Interpretation and experiental learning are NOT new approaches – they are VERY old. We just need to return to some basic tools that created human society.

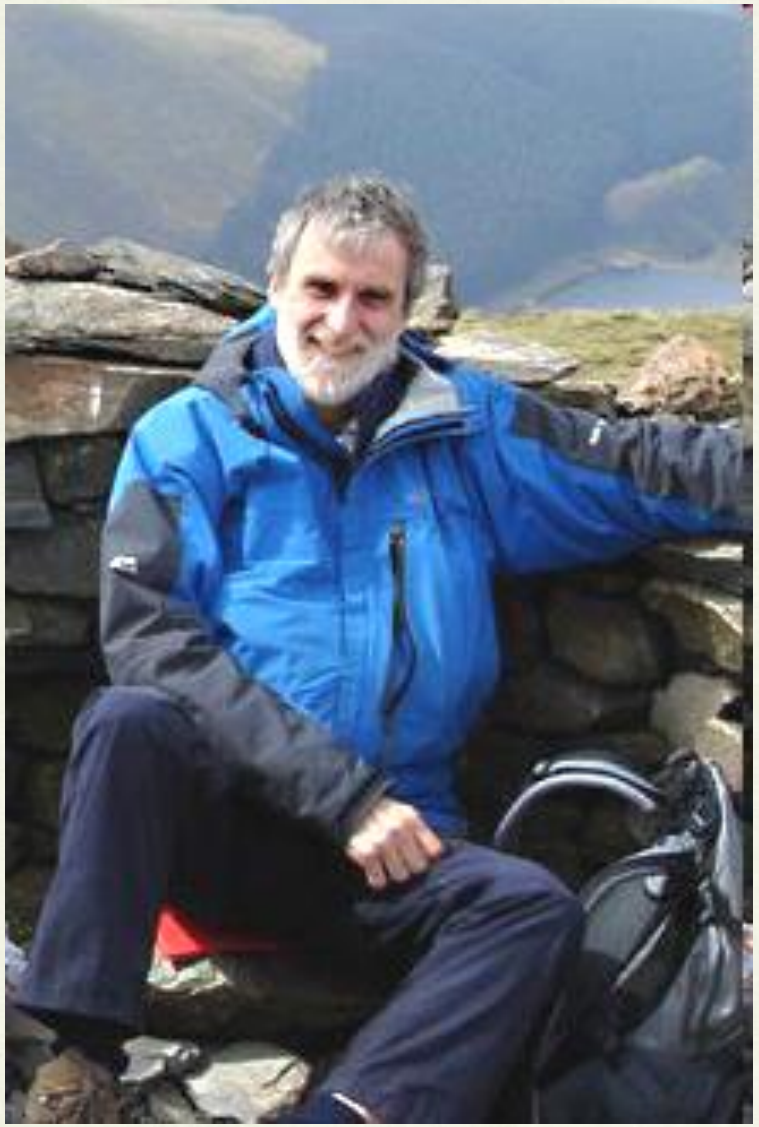






Yi-Fu Tuan: "Sense of place is rarely acquired in passing. To know a place well requires long residence and deep involvement. It is possible to appreciate the visual qualities of a place with a short visit…but to know a place is also to know the past: one's own past and the past of the place enshrined in its landmarks. **The feeling that a particular place is suffused with memories and feelings, the specific focus of sacred and profane stories, and that the whole landscape is a congeries of such places, is what is meant by a sense of the land. "**

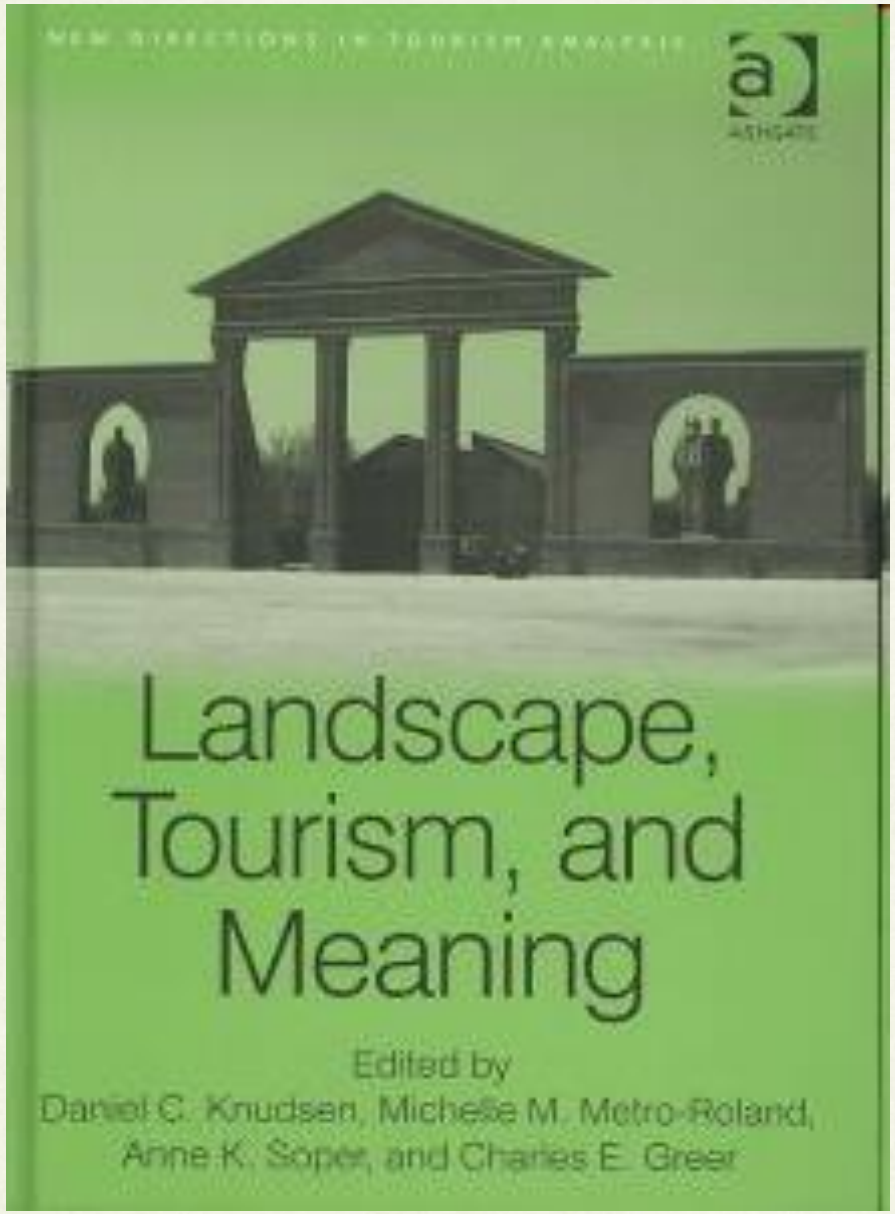
Tuan, Yi-Fu, "Place: An Experiential Perspective," Geographical Review 2, (1975): 65.



David L. Uzell, University of Surrey:

“One of the principal functions of heritage interpretation is to enhance the visitor's **sense of place and place identity.** There is little doubt that heritage interpretation can play an important role in enhancing people's awareness, understanding and appreciation of time and place. If this is to occur, the interpretation needs to be planned and designed with that outcome in mind. This will only be successfully achieved if it is informed by sound theory.”

Uzzell David L. (1996): Creating place identity through heritage interpretation. International Journal of Heritage Studies . Volume1, Issue 4, 1996, Pages 219 - 228



The landscape we experience is the basis of our existence and identity.

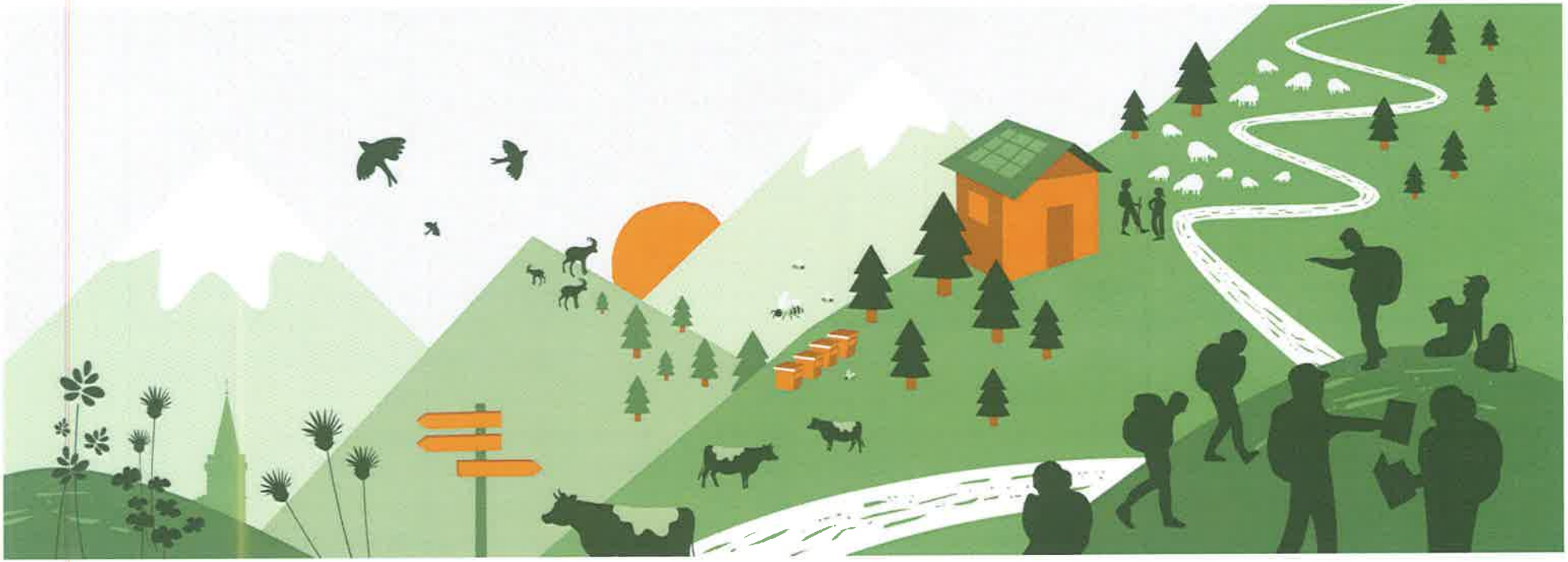
"Identity of local majority is manifested in the landscape by phisical symbols: buildings, monuments, fields, ponds, wells, boards and signs... This symbols are a tool for reproduction of cultural essence, values, norms, meanings, which are important for people who dwell there. **Every society constructs symbols in landscape in order to manifest their perception of the world and of themselves**. "

Knudsen Daniel C.: Landscape, Tourism and Meaning (2008)

The interplay between individuals and their surroundings

Matija Svetina, University of Ljubljana

Naklo, SI, 2017



Environmental appraisal

- Environmental appraisal (judgment/ assessment) is
  - inner on-going psychological process
  - an act of examining environment in order to judge its qualities ... & act accordingly
- 6-dimensional framework (Gifford, 2014)
  - description: what's there
  - meaning: what does it mean to me?
  - emotions: how does a place make me feel?
  - risk: is it safe?
  - aesthetics: do I find it beautiful?
  - evaluations & preferences: how do I like it?

Place attachment

- Attachment to a place is based on the same psychological mechanisms as attachment to a person
  - usually it takes time to get attached
  - memories account for place attachment
  - anger / grief & bereavement if place is changed or destroyed
- Why to speak about place attachment?

FoMO & environmental appraisal

- Vast majority of teens are estimated to use virtual soc. networks such as Facebook, Instagram, Snapchat ...; the rate of heavy users is increasing.
- FOMO: Fear Of Missing Out & how to address it
- Why to speak about FOMO in terms of mountain-related education

Questions

- What should we know to work with teens: get to know teens, get to know mountains ...
- To whom mounting education is targeted?
  - To all teens? To those who are not familiar with mountains? To those who don't like mountains? To those, who love mountains already?
- If so – how to address each of these groups?
  - What contents: culture, nature, animals, env. protection...?
  - How: knowledge, experience, appraisal
- If FoMO is a problem, how to address it?

1. Introduction

Dear Pilot Sites,

We are sure you still remember the days of the YOUrALPS summer school in Slovenia. As you know, we promised that we would prepare guidelines for easier and more effective planning, implementing, and evaluating pilot activities … Here they are… please take a look at them.

YOUrALPS project team

The overall goal of the YOUrALPS project is to foster Mountain-Oriented Education (MOE) in strengthening youth awareness and identity, with regard to sustainable development issues in the Alps.

MOE takes into account the specificities and the common characteristics in the Alps and integrates them into formal and non-formal education, while encouraging experiential learning in the framework of sustainable development.

Outlining a brand new Alpine School Model (ASM), the YOUrALPS project will establish a methodological and organisational basis for a curriculum that will introduce MOE to formal education. ASM will attempt to raise awareness about Alpine natural and cultural values among youth through innovative educational approaches and promote youth participation in political, social and economic activities in the Alps. A long-term goal of ASM is to equip youth with green skills.

Partnerships of schools and protected areas that form pilot sites are asked to collaborate in the Alpine School Model drafting process, in which we will rely on their experiences with planning and implementing pilot activities.

2. Criteria that pilot activities must meet

We would ask the pilot sites to consider the following criteria when planning and implementing pilot activities. If the criteria below are followed when planning the pilot activities, the content and course of pilot activities will meet our expectations regarding the Alpine school model.

a) The themes of pilot activities must be set in the Alpine/mountain-related context.
b) Both formal and non-formal educators must participate in the planning and implementing of pilot activities.
c) Pilot activities must be competence-oriented.
d) Pilot activities must allow for individual learning approaches, either by letting learners choose different topics or enabling different approaches.
e) Pilot activities must elucidate one theme from different perspectives (cross-curricular activities).
f) Pilot activities must be transferrable geographically or thematically.

a. The themes of pilot activities must be set in the Alpine/mountain-related context

You must follow this criterion when planning pilot activities. Please ensure that both the contents and the title are in line with this criterion.

Chemical and biological monitoring of water

Chemical and biological monitoring of water in the Alpine river XY

b. Both formal and non-formal educators must participate in planning and implementing pilot activities

In planning and implementing pilot activities teachers should cooperate with at least one non-formal educator. In this way, pilot activity will be based on expert knowledge and modern didactic approach. In most cases, the role of non-formal educator will be fulfilled by a representative of the protected area.

However, you can also include other non-formal educators, such as experts with various expertise, various NGO-s, institutes, museums, libraries, local people, and others.

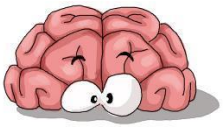
Likewise, protected areas should cooperate with one or more schools. Of course, they can invite other non-formal educators to jointly plan and implement pilot activities.

Mountain guides could have a role of non-formal experts. They would be responsible for the safety of students during pilot activity while simultaneously passing on to them the knowledge and skills about safe hiking in the Alps.

Project assignment at the conclusion of a student's education titled "Alpine cuisine" under the mentorship of a teacher.

Project assignment at the conclusion of a student's education titled "Alpine cuisine" under the mentorship of a teacher and a local chef.

c. Pilot activities must be competence-oriented



What is one definition of competence (CEDEFOP 2008)?

The ability to apply learning outcomes adequately in a defined context (education, work, personal or professional development).

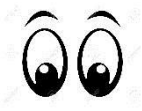
When does a student gain a competence?

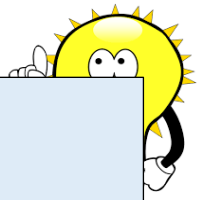
Gaining competences relates to the capability of using and connecting cognitive (involving the use of theory) concepts and practical knowledge and skills. Student gains a competence, when he/she:
- masters a complex process (guiding a group of people in the mountains)
- can independently perform tasks (independently guides a group of people without the assistance of a mentor)
- takes responsibility for his/her actions (independently makes decisions regarding guiding, considering physical abilities of group, difficult weather conditions).

In this way, we determine three levels of gaining competence: basic, routine, and advanced.

Youth involved in pilot activities will gain professional competences (related to Alpine natural and cultural heritage) as well as horizontal competences (communication in their native and foreign languages, develop entrepreneurial thinking, development of divergent thinking, problem solving ability, teamwork, etc.).

You will need to define learning outcomes (knowledge, skills and competences) in Chapter 7. Form: The plan of pilot activity. Learning outcomes are used to express what learners are expected to achieve and how they are expected to demonstrate that achievement.





1. KNOWLEDGE

- is described as theoretical and factual …
- is related to the use of active verbs:

Arrange, collect, define, describe, duplicate, enumerate, examine, find, identify, label, list, locate, memorise, name, order, outline, present, quote, recall, recognise, recollect, record, recount, relate, repeat, reproduce, show, state, tabulate, and tell.

Examples:
Recall genetics terminology: homozygous, heterozygous, phenotype, genotype, homologous chromosome pair, etc.
Identify and consider ethical implications of scientific investigations.
Describe how and why laws change and the consequences of such changes on society.
List the criteria to be taken into account when caring for a patient with tuberculosis.
Define what behaviors constitute unprofessional practice in the solicitor-client relationship.
Outline the history of the Celtic peoples from the earliest evidence to the insular migrations.
Describe the processes used in engineering when preparing a design brief for a client.
(Kennedy, 2015)

2. SKILLS

- are described as cognitive (involving the use of logical, intuitive and creative thinking) and practical (involving manual dexterity and the use of methods, materials, tools and instruments).

Cognitive skills are related with the use of active verbs:

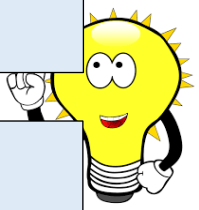
- To ANALYSE: to analyze, appraise, arrange, break down, calculate, categorize, classify, compare, connect, contrast, criticize, debate, deduce, determine, differentiate, discriminate, distinguish, divide, examine, experiment, identify, illustrate, infer, inspect, investigate, order, outline, point out, question, recognize, relate, separate, solve, sub-divide, and test.

- TO SYNTHESIZE (**to put parts together and create new ideas from pre-existing concepts)**: Argue, arrange, assemble, categorize, collect, combine, compile, compose, construct, create, design, develop, devise, establish, explain, formulate, generalize, generate, infer, integrate, invent, make, manage, modify, organize, originate, plan, prepare, propose, rearrange, reconstruct, relate, reorganize, revise, rewrite, set up, and summarize.

- TO EVALUATE: Appraise, ascertain, argue, assess, attach, choose, compare, conclude, contrast, convince, criticize, decide, defend, discriminate, explain, evaluate, interpret, judge, justify, measure, predict, rate, recommend, relate, resolve, revise, score, summarize, support, validate, and value.

- TO CREATE

PRACTICAL SKILLS
- laboratory skills, presentation skills, motor skills, etc.



3. COMPETENCIES
- are described in terms of responsibility and autonomy.

Gaining competences relates to the capability of using and connecting cognitive (involving the use of theory) concepts and practical knowledge and skills. Student gains a competence, when he/she:
- masters a complex process (guiding a group of people in the mountains)
- can independently perform tasks (independently guides a group of people without the assistance of a mentor)
- takes responsibility for his/her actions (independently makes decisions regarding guiding, taking into account the physical abilities of group, difficult weather conditions).

You will have to define which professional and horizontal competences a student will gain in the pilot activity and which level he will achieve (basic, routine, and advanced).

Youth involved in pilot activities will gain professional competences (related to Alpine natural and cultural heritage) as well as horizontal competences (communication, develop entrepreneurial thinking, develop divergent thinking, problem solving ability, teamwork, etc.).

We can also regards following as competences:
- acquiring awareness and sensitivity regarding social and environmental issues,
- reaching a basic understanding how social and environmental problems are born and going beyond the common perception that each of them is a single issue,
- recognize certain values and develop feelings.
(Kennedy, 2015)

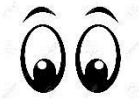
d. Pilot activities must allow individual learning approaches by letting learners choose either different topics or different approaches

Although the key competences of the 21st century are teamwork and cooperation, the individual work of student remains important because it serves as a basis for evaluation. Pilot activity should include some aspects of individual learning approaches, which will enable a teacher to grade student's work (creation of student's research assignments, products, test of skills, etc.).

Grading is not required for the project itself, however it might be beneficial for future activities after the conclusion of the project.
Describe each criterion for grading.

Pilot activity:	Picking medicinal herbs on XY mountain.
Individual learning approach	Each student must make an herbarium out of medicinal herbs on XY mountain (autonomous recognition and collection of herbs).
Grading criteria	The design of herbarium (aesthetics). Accurate classification of herbs (25 plants). The correct procedure for drying and placing herbs in the herbarium.

e. Pilot activities must elucidate one theme from different perspectives (cross-curricular activities)



The content refers to Chapter 3. The thematic framework

f. Pilot activities must be transferrable geographically or thematically

Pilot activities should be planned in a way that they can be transferable from one location (in the Alps) to another (geographical transfer) or from one theme to another (thematic transfer).

Slovenian pilot activity: Storing and drying of cut grass in hay racks (wooden construction).

GEOGRAPHICAL TRANSFER

An Italian teacher can modify the pilot activity by using the Italian method of drying cut grass.

THEMATIC TRANSFER

An Italian teacher can modify the pilot activity using the Italian method of constructing wooden buildings, typical for Italian alpine space.

3. The thematic framework

a. How should pilot sites plan pilot activities?

Every pilot site should prepare an adapted plan of pilot activities (see Chapter 7; 7.1) no later **than 15th of December**. Each pilot site must adapt the plan of pilot activities, presented at the summer school, in line with this thematic framework and criteria (see Chapter 2).

The plan of pilot activities should contain the pilot activities relating to **all three thematic areas:**

b. How pilot should sites design each pilot activity and specify the contents of the activity (7. The plan of pilot activity)?

I. THE TITLE

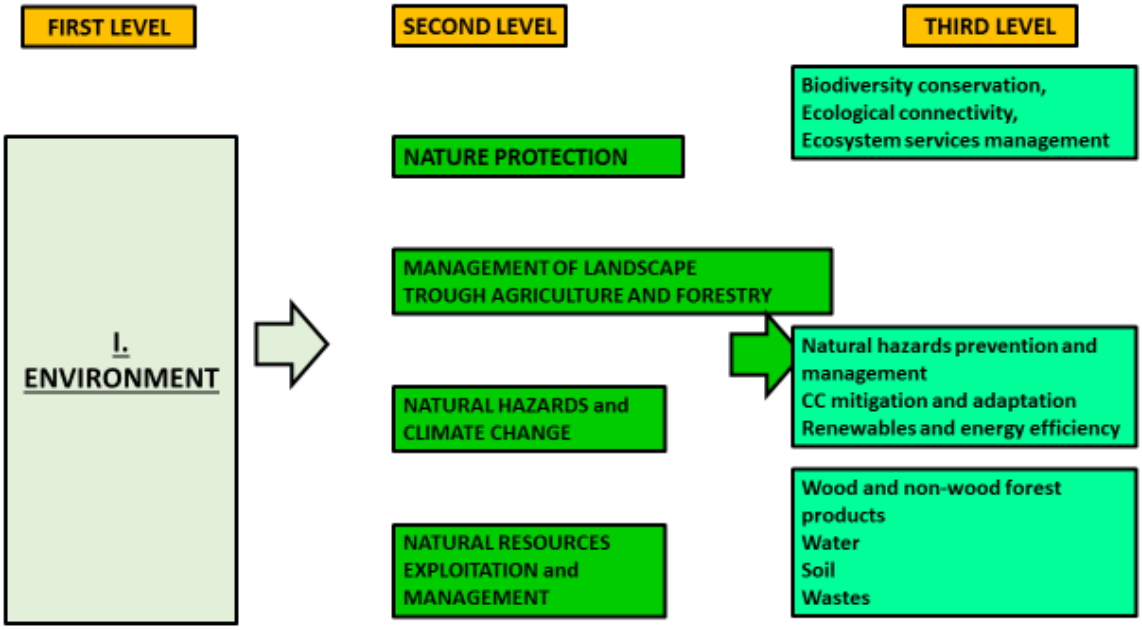
Make sure that the title reflects the criteria of pilot activities (see Chapter 2).

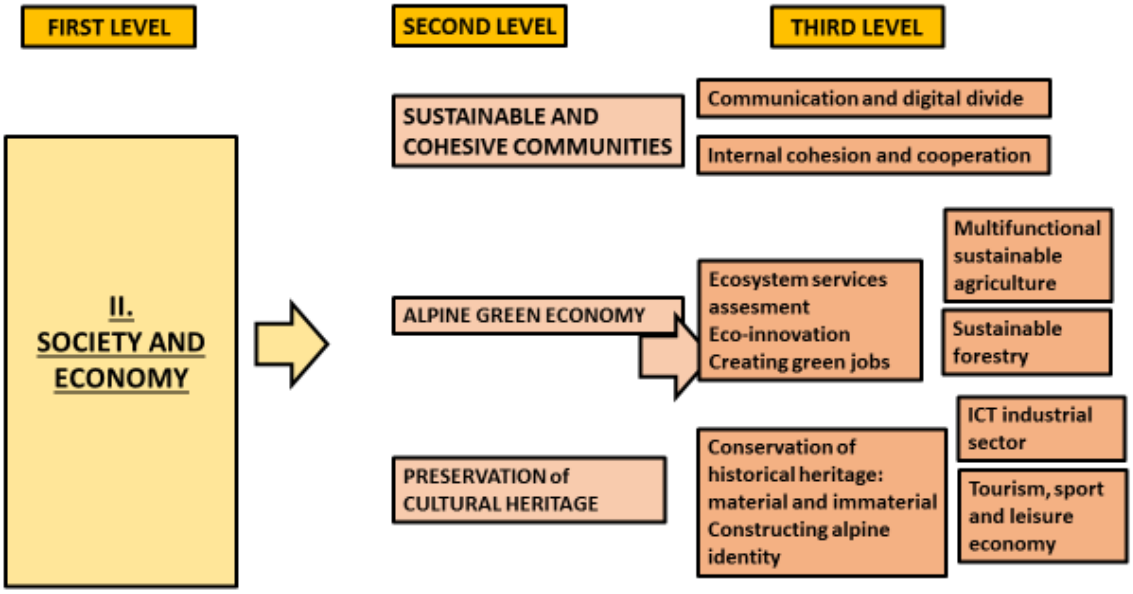
EXAMPLE:
Cultural heritage in the Slovenian Alps, relating to dairy products, pasture and traditional alpine building methods

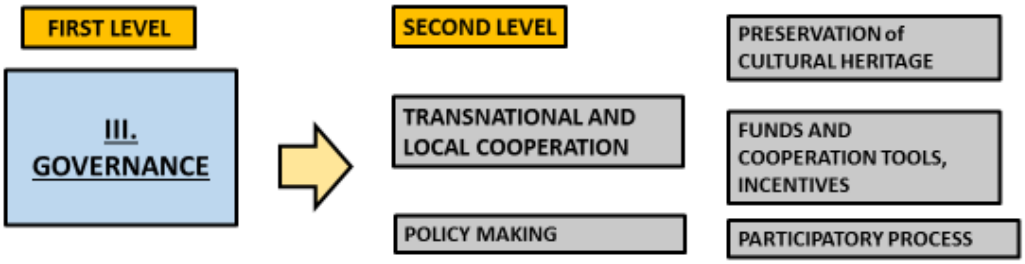
II. THE CONTENTS

When determining the contents of a pilot activity, use the tables below. The themes of pilot activities should be based on one or more subcategories.

Select the theme from three thematic areas (**First level**) and then specify further (**Second and third level of subcategories**– Define the content on the third level, if possible).


FIRST LEVEL
SECOND LEVEL
THIRD LEVEL
I. ENVIRONMENT
NATURE PROTECTION
Biodiversity conservation,
Ecological connectivity,
Ecosystem services management
MANAGEMENT OF LANDSCAPE TROUGH AGRICULTURE AND FORESTRY
NATURAL HAZARDS and CLIMATE CHANGE
Natural hazards prevention and management
CC mitigation and adaptation
Renewables and energy efficiency
NATURAL RESOURCES EXPLOITATION and MANAGEMENT
Wood and non-wood forest products
Water
Soil
Wastes


FIRST LEVEL
SECOND LEVEL
THIRD LEVEL
II. SOCIETY AND ECONOMY
SUSTAINABLE AND COHESIVE COMMUNITIES
Communication and digital divide
Internal cohesion and cooperation
ALPINE GREEN ECONOMY
Ecosystem services assesment
Eco-innovation
Creating green jobs
Multifunctional sustainable agriculture
Sustainable forestry
PRESERVATION of CULTURAL HERITAGE
Conservation of historical heritage: material and immaterial
Constructing alpine identity
ICT industrial sector
Tourism, sport and leisure economy


FIRST LEVEL
SECOND LEVEL
III. GOVERNANCE
TRANSNATIONAL AND LOCAL COOPERATION
POLICY MAKING
PRESERVATION of CULTURAL HERITAGE
FUNDS AND COOPERATION TOOLS, INCENTIVES
PARTICIPATORY PROCESS

EXAMPLE:
Cultural heritage in Slovenian Alps, relating to dairy products, pasture and traditional alpine building methods

The content of pilot activity		
LEVEL 1	**LEVEL 2**	**LEVEL 3**
Society and economy	Conservation of cultural heritage	Conservation of historical/cultural heritage (material and immaterial)

All thematic areas and subcategories are described in greater detail in the next chapter: 3.a Description of thematic area and subcategories.

Each pilot activity should be designed:

TO BE CROSS-CURICULAR

TO OFFER MULTIPLE - PERSPECTIVES

- to be cross-curricular - **various school subjects**.

Theme of pilot activity: Pastures

Environmental perspective	maintaining typical alpine landscape, conservation of plant biodiversity in alpine meadows, preserving indigenous species of grazing animals, etc.
Socio-economic perspective	preserving pasture communities, shepherd traditions

- in a way that enables students to see the theme from different viewpoints - **multiple perspectives**.

Theme of pilot activity: Farming in a protected area

We will invite 3 persons with different perspectives on the same problem.

Owner of the farm in a protected area	Park manager	Organic farming consultant
Pros and cons of farming in a protected area	Regulations for farming in a protected area	Explanations and demonstrations of organic farming methods, which contribute to protection of the protected area.

c. Some key words that describe pilot activities

d. Questions and concerns related to pilot activities

- Can I freely choose the themes for pilot activities?

In the first implementation phase (by February 2018), a teacher freely designs and implements pilot activities in accordance with school curricula. Just pay attention that pilot activity fits all pilot activities' criteria.

In the second implementation phase (by June 2018), the teacher will do the same as in the first test phase, however the chosen themes and contents will be adapted in accordance with the second version of the guidelines.

- Will pilot activities at various pilot sites be repeated?

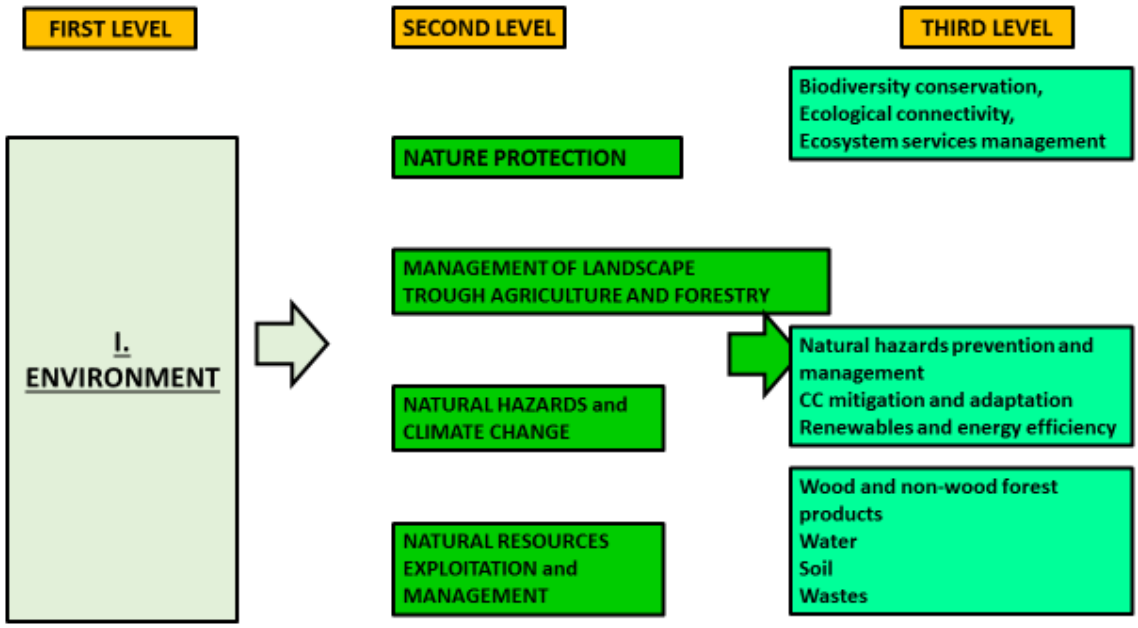
It is in the interest of the project that didactic methods and contents of pilot activities be repeated/evaluated as often as possible.

You must bear in mind that each pilot site plans the contents of pilot activities from all three areas (environment, society and economy, governance).

3.a DESCRIPTION OF INDIVIDUAL THEMATIC AREAS and SUBCATEGORIES, WHICH MUST BE REPRESENTED IN PILOT ACTIONS

When you define the titles and contents of pilot activities, it is very important that you know all three thematic areas (first level) and all their subcategories (second and third level of contents). They are described in greater detail below.

I. ENVIRONMENT



I.1 Nature protection

Alpine systems, due to their topography, have many sites with specific microclimates: this is one of the reasons for the high alpine biodiversity, that make the Alpine area a hotspot for habitat and species diversity. **Biodiversity conservation** in its comprehensive meaning, including the **diversity of species**, of ecosystems and habitats, should be one of the critical and founding value of ASM. Fostering biodiversity requires actions in enhancing:

- **ecological connectivity** within the development of strategically planned natural and semi-natural area networks, within land and water spaces, inside and outside protected areas, functionally interconnected with Natura 2000 sites,
- **species preservation and wild population conservation,** especially for endemic species and of critical ones, such are large carnivores and wild ungulates, alpine endemic flora and invertebrate taxa, according to priorities indicated by scientific research and monitoring activities' outcomes,
- ecosystem and **degraded habitats preservation and restoration and** effective management of **ecosystem services** such as supporting services (nutrient cycling, soil formation, primary production), provisioning functions services, including freshwater and energy reserves, and finally regulating functions such as climate, flood, disease regulation, and water purification.

I.2. Management of landscape through agriculture and forestry

The Alps are strongly characterised by cultural landscapes as the product of traditional human activities in natural resource exploitation, which are also present at high altitudes, being traditionally marked by the great biodiversity and characterised by the coexistence of both natural and rural landscapes, which are the result of traditional skills and expertise in natural, agricultural and forestry management. In order to keep high levels of biodiversity and species richness, traditional and sustainable agriculture and farming practices must be promoted and supported in alpine areas in order to maintain the cultural and ecosystem services provided by mountain ecosystems. **Farming and forestry** have always been central to the Alpine economy and way of life. Not only do they provide food and wood for local consumption and export, but they also play a vital role for local populations and maintaining a landscape that protects against soil erosion, floods, and avalanches.

I.3 Climate change mitigation and adaptation

Climate change and its foreseeable effects on the environment, biodiversity, and on the living conditions of its inhabitants has greater impact on Alpine territories, where is manifesting as an exceptionally high temperature increase (twice the average warming rate of the northern hemisphere). This is likely to have a significant impact on the Alpine environment, which is sensitive, biologically rich and shows strong localised biodiversity in small areas; for this reason, some impacts are already being clearly observed, such as distribution shifts in plant species, changes in the hydrological cycle, permafrost thawing, and glacier retreats. Promoting the carbon-neutral economy and lifestyle through mitigations and adaptation actions will help drive sustainable development, generating added economic value, innovation and boosting employment.

The Alps are among the areas most vulnerable to climate change in Europe, and they also have a function as an early warning system for natural hazards. **Natural hazards** play an outstanding role as the primary source of vulnerability with the increasing exposure of settlements and infrastructure for the improvement of floods, debris-flow, landslides, avalanches, forest fires. Cost-effective ways of natural hazards management are based on availability of naturally oriented solutions, e.g. the hydrological processes across the whole catchment to increase water retention capacities, reconnecting rivers with their floodplains and restoring natural flows and wetlands in order to slow down floods, increasing sustainable drainage with permeable surfaces.

Important measures to pursue in reducing GHG emissions:

- implementing **renewable energy** and **energy efficiency** in buildings and productive sites, **energy saving construction,** in keeping sustainably, secure and affordable management demand, which include smart energy-efficient networks and voluntary schemes for enterprises;
- improving incentives for **low-carbon transport modes** and encouraging the introduction of low-carbon vehicles and alternative fuels in public transport throughout the Alpine territory, contrasting noise and air pollution, and promoting a more accessible and interconnected **network of public transport and infrastructure** with inter-modality and interoperability in passenger and freight transport solutions,

in particular, supporting a modal shift from road to rail and promoting Green Infrastructure as complementary solutions to Grey infrastructures;

- promoting **low-carbon** in housing warming and air-conditioning solutions.

In addition to mitigation activities, it would be necessary to consider the adaptation policies, in order to take advantage constraints due to climate change effects as opportunities of Alpine sustainable development. The adaptation to average increased temperature conditions will enhance the role of alpine areas in winter tourism, extending the seasonal availabilities huts and pasture structures and alpine lake landscapes, as much as the extension of farming and **breeding** activities to heights.

1.4 Natural resource exploitation and management

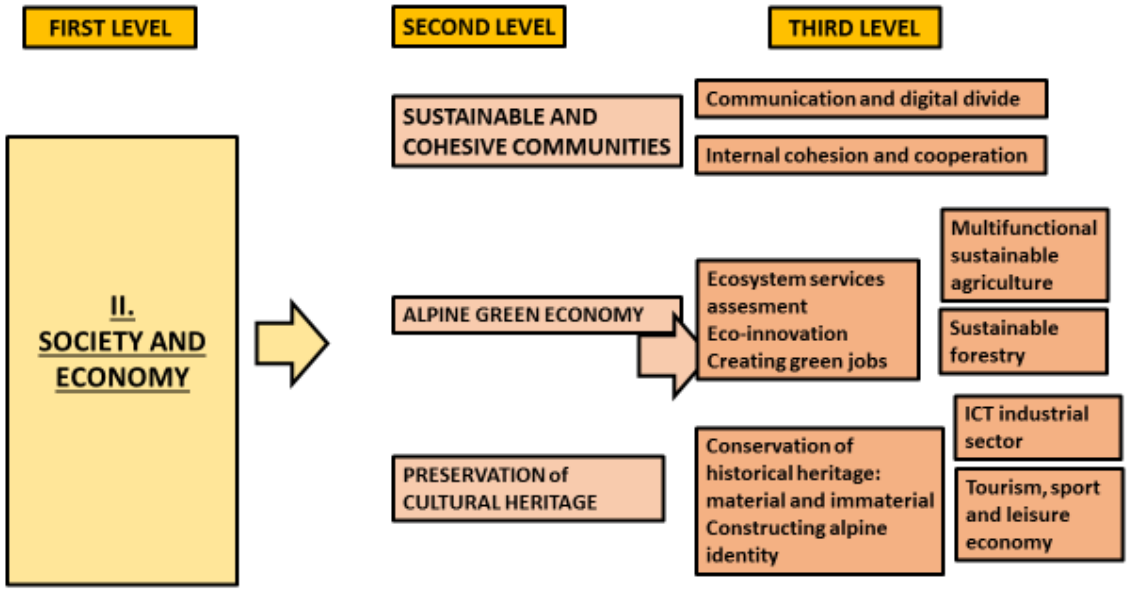
For their survival, human communities depend on natural resources (metals, minerals, fuels, water, land, timber, fertile soil, clean air, and biodiversity) to maintain health, well-being and quality of life. Natural resource sustainable exploitation must be promoted in Alpine regions where productive cycles must concern limits of the ecosystem's carrying capacity towards **the circular local economy** within management of resource stocks, inputs reduction, optimising production processes and consumption patterns, minimising waste, and boosting recycling**.** The following items must be considered:

- Keeping the **multifunctional role of mountain forests** in mitigating the risks posed by natural hazards, with adaptive management solutions, sustainably maintaining forest wood and non-wood production;
- protecting of **soil as a scarce resource,** which in mountain areas is renewable only during several generations and at high costs, in minimising or even avoiding **land take and loss of productive soils,** reusing brown fields;
- promoting sustainable and integrated **management of the water resources** in river restoration and sediment management. Alps providing much of Europe with freshwater for drinking, irrigation, industry and electricity generation, water management requires an integrated approach to ensure a fair and rational use of this resource, and preventing potential conflicts in water demand and supply

management; promote water saving in all areas by supporting an integrated approach of the resource;

- improving **waste management reduction** and waste recycling rates.

2. SOCIETY and ECONOMY



Social and economic transformations have weakened the competitiveness and social attractiveness of the alpine productive systems and have also led to a progressive abandonment of mountain territories affecting the distinct relationship between human communities and mountain environment, harming their historical co-evolution and disrupting a long-lasting resilience capacity based on:

1) Management of complex ecological habitats and ecosystem services,
2) Mountain land protection from natural risks,
3) Traditional agriculture and forestry practices,
4) Original know-how, skills and, expertise to tackle environmental challenges,
5) Social cohesion and cooperation capabilities.

The Alps have been deprived of human and technological resources and have lost a traditional capacity of land transformation and spatial planning. In forwarding a vision of the Alps' future to underlying ASM values, alpine local communities should be supported in building innovative socially and economically more sustainable features, such as natural capital as well as an economy based on quality of life and well-being, valorising the perception that limited possibilities could be opportunities of innovative development.

A Green Economy is an instrument to achieve sustainable development, referring to UN Sustainable Development Goals, but other sustainable development goals also have strong linkages to Green Economy. EU policies on Europe 2020 strategy still considers the concept of economic growth as a competitive factor, but it also introduces the issue of properly assessing well-being.

II.1 Sustainable and cohesive communities

Due to the steepness and height of the terrain, only a small portion of the Alps' area is suitable for permanent settlement and the current demographic situation is characterised by over-aging and the abandon of mountainous territories. An important challenge for Alps future could be building strong, **cooperating, and cohesive communities** able to face intensive changes and impacts, contrasting natural instability risks, poverty, abandonment, isolation through promotion of ethical values, such as endurance, solidarity, inclusion. Communities must be efficiently connected internally and with external contests through the digitalisation process and the accessibility to services which are provided by public authorities.
Finally, the evolution of the job market towards green jobs should offer new opportunities of economic well-being and trigger a more socially inclusive development. The promotion of regional sustainable products should be fostered to contribute to the well-being of residents while supporting regional producers and economies.

II.2 The green alpine economy

One main challenge is keeping **sustainable mountains economies** safe and resilient over the long term. To reach this goal, it is important to improve economic features characterised by several innovative elements:

- ecosystem services' economic value assessment with different payment models and the **incorporation of external environmental costs**, into market prices, using innovative concepts and instruments,
- **eco-innovation** for technological and non-technological solutions
-youth involvement in the labour market, **creating future-oriented jobs** characterised by high levels of sustainability (Green jobs), within dual vocational training as a foundational element of the economic system.

These conditions must be reached through the different economic sectors:

- **sustainable rural development** with the promotion of employment and job opportunities by sustaining farmers in adopting **multifunctional and sustainable agriculture** schemes and sustainable farming practices especially in the production and marketing of quality **food products**. Particular attention must be paid to organic agriculture experiences in traditional mountain production methods;
- **Mountain forests** provide services to local and wider regional communities and the design of compensation/payment schemes or other market-based instruments could help to ensure the long-term provision of these vital services;
- For the **industrial sector** the use of ICT can help to develop new market potential and to bridge physical distances along with the creation of new low-carbon and innovative clusters and smart specialisation strategies in cooperation with competence centres;
- The alpine **tourism sector** should be transformed into a sustainable, low-impact, eco-friendly sector in respecting mountain areas carrying capacity in natural cycles and ecosystem services, in order to keep competitiveness in adapting to climate change challenges, helping in maintaining permanent populations in the mountain towns and villages, stimulating a growth that in turn attracts other business. New solutions would be provided in energy-efficient buildings and structures, using low energy technologies in hotels and leisure complexes, and through sustainable mobility features in switching to public transport.

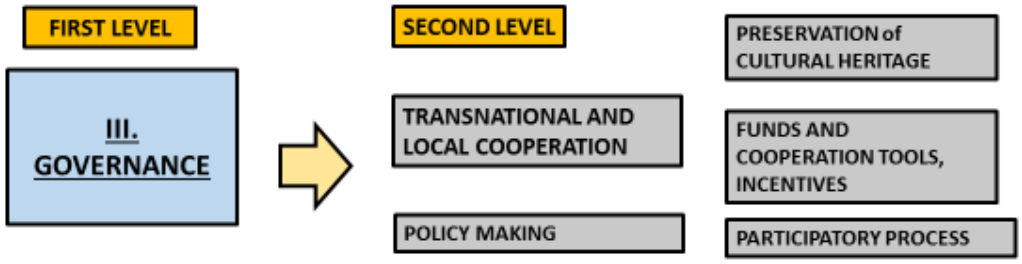
II.3 Cultural Heritage preservation

Cultural heritage preservation is key to building and keeping resilient socio-economic systems. Cultural heritage ranges from **traditional knowledge** in adapting to heights, handicraft

expertise, to the **conservation of historical** vestiges, sites, markers, monuments, figurative arts (villages, buildings, churches, paintings) and typical architecture features.

Maintaining the diversity of languages and dialects spoken in remote areas and gradually dying out as much as cultural practices related to food heritage, traditional knowledge of production techniques, consumption customs and rituals and the transmission of ancient wisdom are all elements of the process of **identity awareness construction**.

3. GOVERNANCE



III.1 Transnational cooperation and policy making

The Alpine area is composed of territories with contrasting demographic, social, and economic trends and great cultural and linguistic diversity. This diversity is accompanied by a great variety of governance systems and traditions. Both the common specificities of the Alpine area and its variety and diversity addressed to common challenges call for **strengthened cooperation** to achieve economic, social, and territorial development and offer a wealth of opportunities for addressing problems at the appropriate governance level. The Alpine Convention provides a platform for the development of a joint framework for an Alpine mountain policy in order to establish common approaches, transnational instruments and regional cooperation beyond national borders. The EU Strategy for the Alpine Region (EUSALP) aims to further expand cooperation and coordination between the Alpine regions within strategic priorities, such as competitiveness, prosperity and cohesion, accessibility and connectivity for all the inhabitants of the Alpine area in terms of transport systems and a better digital network; it also promotes common strategies against natural threats and common programs in the field of renewable energy and energy efficiency. EUSALP aims at

providing significant inputs through its Action Groups relevant for the Alpine Convention thematic areas.

III.2 Participatory processes and local political perspectives

Bottom-up governance, through **the promotion of participatory processes**, involving various population target groups, allows successfully identifying and implementing integrated solutions at different administrative levels. New participatory processes for young people should be promoted in addition to the Youth Parliament Alpine Convention which is a platform for cultural exchanges and networking among young people from different regions to discuss current topics regarding the Alpine region in a parliamentary simulation**.**

Participatory processes would be one way to profitably involve young people to foster self-determination and action taking in a political refreshment perspective, both in institutional and civil societies contexts, and in raising identity awareness towards the achievement of new societal values for Alpine areas.

III.3 Topic Funds and cooperation tools incentives

To promote the application EU policies at local levels, would be useful to foster the several European funding programs, in order to boost competitiveness, social cohesion, and development of the Alpine area, especially by young people. In their curricula, vocational schools should promote competences of designing and implementing projects, which could be co-financed by EU funds.

4. The timelines of pilot activities

a. Timeline of every pilot activity

Every pilot activity is followed by three phases: preparation, implementation and evaluation.

Pilot site must fill out and upload a special form for each phase
(see Chapter 7. Forms that need to be filled out …)

b. The periods of testing the pilot activities and determining the differences between them

Testing period	The first implementation period	The second implementation period
The duration of testing period	September 2017–January 2018	February 2018–June 2018
The differences between testing periods	The teacher selects the contents of pilot activities in accordance with school curricula.	The teacher will adapt the activities in line with the guidelines.
The document that will be formed at the end of testing period	The updated version of guidelines, which will include more information regarding evaluation processes and it will be used for second implementation period.	The draft of Alpine school model, which will contain the analysis of evaluation forms regarding contents and implementation of pilot activities in both implementation periods

c. Questions and reservations relating to pilot activities

- Fear of not accomplishing goals, set out by the project in a particular test period

Pilot activities must be planned in advance. In the beginning of the 2017/18 school year each pilot site must define the pilot activities' timeline.

- **Will the evaluation of the pilot activity represent a realistic picture if it is implemented only once?**

While you will be implementing the activity only once, bear in mind that other pilot sites will be conducting similar activities, which will provide more realistic information.

- In planning pilot activities, you must take into account the limitations, posed by seasons and the school calendar.

5. On-site education

Based on the curricula, the teacher first selects the themes of pilot activities, and then he discusses the contents, the didactic methods and the form of implementation with an expert from the field of the specific activity.

Within the formal education system, pilot activities can be implemented in the framework of **project days, cross-curricula activities, excursions, camps, special days (science and technical days), practical training, final assignments (joint mentorship from a teacher and an expert as non-formal educator) or within the regular curricula (in that case, the non-formal educator should be present in the classroom).**

In the process of planning and implementing pilot activities, the pilot site should include various experts as non-formal educators (experts with particular expertise, local inhabitants, local entrepreneurs, persons from museums, librarians, etc.).

In each pilot activity, one or more pilot sites can participate (e.g. pilot sites co-producing cookbook with the recipes, that originate from all alpine countries).

6. Methodological recommendations

The didactic recommendations that we present are based on the curricula for Geography (Učni načrt. Program osnovna šola. Geografija, 2011; Učni načrt. Program gimnazija: splošna, klasična, ekonomska gimnazija. Geografija ..., 2008), since these go furthest in terms of including objectives linked to mountain-oriented education. We suggest that teachers, addressing themes related to mountains, start by talking about the role of mountains in our daily lives. Following this they should continually motivate students and foster a positive attitude towards mountains/Alps and sustainable development among them. To this end, teachers can find assistance in the recommended activities, which facilitate students to reach or else make it easier to reach goals relating to the development of such positive attitudes. Teachers are encouraged to individualise and differentiate approaches based on the specific characteristics of individual students. When introducing certain social topics social sensitivity on the part of teachers can be important. Students should gather information about mountains/Alps using all their senses, while teachers should take into account their different cognitive abilities. They should be given the opportunity to participate in various projects, research activities, etc. We recommend that teachers forge interdisciplinary or cross-curricular links and use information and communication technologies to facilitate the work of both students and teachers.

It is advisable to focus on personal experience and take into account experiences and ideas that students have encountered and developed in and away from school. Their ideas and experiences could be a starting point in lesson planning. Lessons should be organised so that students can discover new knowledge and skills through concrete activities and in a way that they can relate to. Teachers should also encourage them to reflect on how they learned something. Students should develop attitudes and values, learn effective problem-solving strategies, communications capabilities as well as how to critically gather and assess information. Teachers should put great emphasis on interconnectedness and interaction between the individual elements.

Teachers should devote special attention to the following (Učni načrt. Program osnovna šola. Geografija, 2011; Učni načrt. Program gimnazija: splošna, klasična, ekonomska gimnazija. Geografija ..., 2008):

- making sure students obtain and master social skills and abilities, for example: taking responsibility, teamwork, understanding and respect for diversity, care for oneself and others, developing habits that help individuals live in a community, development of decision-making capacity and ability to express opinions, emotional self-control;
- helping students develop core values and critical thinking, for example: by posing questions, engaging them in research, defining concepts and problems, investigating the evidence for a specific thesis, analysing assumptions and attitudes about individual conclusions, allowing for different interpretations, facilitating openness, etc. It is essential to avoid emotional closure and excessive simplification.

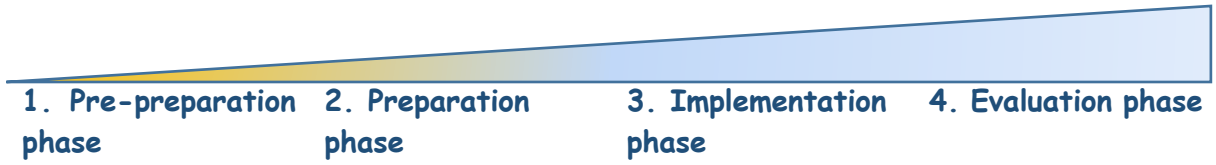
Students should learn that people through their everyday decisions and behaviours influence the natural and social environment. A deeper understanding of our relationship with the environment and having more detailed knowledge about the effects our actions have on it are essential for students' futures and for the future of society. Evaluations of everyday practices and decisions of people within the school community, hometown, home municipality, their

country and elsewhere should also include an evaluation from the perspective of mountains/Alps and sustainable development.

6. Forms that need to be filled out in the phases of preparation, implementation, and evaluation of each pilot activity

a. The timeline of each pilot activity

Each pilot activity consists of 4 phases:



The form that has to be filled out in each phase of pilot activity

A plan of pilot activities	A plan of pilot activity	Pilot activity of implementation report	Evaluation form
Every pilot site should prepare an **adapted plan** of pilot activities by no later **than 15th of December**	Teacher and expert should jointly fill out the forms for each activity and upload them on the Twinspace platform.		

a. Pre-preparation phase:

I. GENERAL INSTRUCTIONS REGARDING FULFILLMENT OF THE PLAN OF PILOT ACTIVITIES

- Consultation with school management, teachers and protected areas about the pilot activities
- Signing an agreement of cooperation
- **Forming a plan of pilot activities for the 2017/18 school year AS SOON AS POSSIBLE, but no later than 15th of December.**

Please make sure that the described activities from the previous questionnaire match as closely as possible the criteria for pilot activities. Make any necessary adaptations.
Activities ought to be concrete and have a clearly defined timeline (by months).
In Chapter 3 - The thematic framework, you can read more about forming titles and the contents of pilot activity.

II. FORM: A PLAN OF PILOT ACTIVITIES OF AN INDIVIDUAL PILOT SITE

The blank form – attachment 7.1
The example – attachment 7.5

The title of pilot activity	The contents of pilot activity (define at least two levels)	Educational program and age of students, who will participate in activity	The selected form of on-site education	Timeline of activities (by months)	Didactic methods used

b. Preparation phase:

I. GENERAL INSTRUCTIONS

- The teacher and expert, who will plan, implement and evaluate the pilot activity need to CAREFULLY REVIEW the GUIDELINES first and be therefore well aware of all project requirements. This is why they need to pay special attention to chapters regarding the following contents: criteria of pilot activities, planning of individual learning path in relation to making an actual product/mastering "xy" skill and creating grading criteria, familiarity of all forms, and required use of the project logos.
- The process of defining knowledge, skills, and competencies is described in Chapter 2. Criteria of pilot activities
- The expert and teacher **will jointly plan the activity** – expertise and didactic approaches. They will adapt the teaching goals of the activity to the needs of the curricula.

II. FORM: THE PLAN OF PILOT ACTIVITY

The blank form – attachment 7.2
The example – attachment 7.5

The formal educator	Teacher's name & surname:	Teacher's expertise:
The non-formal-educator	Expert's name & surname:	Expert's expertise:
The title of pilot activity: ➡ It is similar to the plan of activities		
The content of pilot activity: ➡ It is similar to the plan of activities		
Teaching goals: ➡ In listing teaching goals, a teacher can copy them from existing curricula.		

Date: **Place:**	**Age of students:**	**Educational program:**	Alpine mountain context: (It is related to the criteria)  YES NO	Explanation:
Size of group/class:	**Theoretical no. of hours:** **Practical no. of hours:** **No. of hours of student's individual work:**		Multiple perspective (It is related to the criteria)  YES NO	Explanation:
Tools and materials:				
Didactic methods used:				
Description of student's individual work:				
LEARNING OUTCOMES				**Criteria for assessment**
Knowledge				Describe how you would verify student's mastery of knowledge, skills and competences (grading criteria). Describe it at

			least for the individual approach. Even though we will not be grading students during this project, the grading/evaluation criteria will be important for teachers who will again carry out this pilot activity and for those teachers, who will transfer the activity to other areas.
Skills			
Competencies			

A short description of individual components of a pilot activity according to the key elements of a pilot activity:

	Activity	Didactic methods	Materials	Location	Time for activity
1.					
2.					
3.					
4.					
5.					
6.					
7.					

c. Phase of implementation

I. GENERAL INSTRUCTIONS

- During implementation, pilot activities are carried out in accordance with the pilot activity plan;
- both the teacher and the expert should participate in the management and mentoring of pupils' activities;
- the teacher(s) and the expert(s) should share the following activities/roles in order to facilitate better planning of the work:

Leader	Regulates content and financial aspects of the activity and coordinates the work
Photographer	Photographs the entire course of the pilot activity and delivers photographic material to the reporter
Reporter	Collects all materials (professional content, created worksheets, an example of a completed worksheet, photo material), completes the Report on the implementation of the pilot activity (also translates, unless otherwise agreed with the project partner) and publishes it on Twinspace
Evaluator	Is responsible for completing the evaluation sheets of both the teacher, the expert and the pupils. See Phase of Evaluation for details.

II. FORM: THE PILOT ACTIVITY IMPLEMENTATION REPORT

The blank form – attachment 7.3

The substantive part of the report (in which you briefly summarise the theoretical basis for the performed activity):	Name and surname of the experts

Sources referring to the content of the report:	
Pedagogical-didactic tools created for the needs of the pilot activity	Name and surname of the teacher:
Add educational materials and work sheets, work instructions to the attachment, etc. In short: everything you have prepared for the implementation of the activity.	
Brief summary of students' activities	

Also, attach photographs (at least 15) to the attachment and comment on them. Photos should show the work of students and teachers/experts.

d. Phase of evaluation

I. GENERAL INSTRUCTIONS

Evaluation process will be divided into two parts, depending on who it is intended for. The first part is intended for teachers and experts, the second one for pupils and students. Because of these two questionnaires were formed. The common characteristics are that they will be solved immediately after the implementation of the pilot activity.

The blank form – attachment 7.4

I. EVALUATION FORM, INTENDED FOR TEACHERS AND EXPERTS

Teachers and experts who jointly implemented the pilot activity fill out the questionnaire together in English and in e-form. The evaluation form is focused on criteria for pilot activities. Please provide comprehensive answers, because your answers are essential for the quality of Alpine school model.

1. The themes of pilot activities must be set in the Alpine/mountain-related context

a. Were the original focus and contents of this pilot action mountain related or not? YES NO
b. If you had any trouble with focusing on alpine/mountain related issues, please explain what they were.
c. Did you have any problem placing the content of your action in the thematic framework of the project? YES NO
d. If you did, please explain what category you missed.

2. Both formal and non-formal educators must participate in planning and implementing pilot activities

a. Was there pre-existing cooperation between the school/teachers and non-formal educator for the purposes of formal education? YES NO
b. Please define and explain at least one advantage of the cooperation between teachers and non-formal educators that you identified in this pilot activity.
c. Please define and explain at least one disadvantage of cooperation between teachers and non-formal educators that you identified in this pilot activity.

3. Pilot activities must be competence-oriented

a. Did you have any trouble determining the competences students have to acquire within this pilot activity?
b. Do you think that any of the competences, listed in the plan of the pilot activity, are specifically important for mountain-oriented education? Please explain.

4. Pilot activities must allow for individual learning approaches

a. Did you use the individual learning approach in this pilot activity, which teachers could use in the future for determining the level of students' knowledge, skills and competences (simplify grading of students)? YES NO
b. Please explain.

5. Pilot activities must elucidate one theme from different perspectives (cross-curricular activities, interdisciplinary approach, etc.)

a. Please explain how you introduced the interdisciplinary approach (the multiple perspectives) into this pilot activity?
b. Did you have any trouble with implementing the interdisciplinary approach into regular curricula?
YES NO
c. Please explain.

6. Pilot activities must be transferrable geographically or thematically

a. Please explain in what way your pilot activity is transferable.

7. Questions, relating to implementation of pilot activity

a. Were students motivated for participating in such activity? YES NO PARTLY
b. Please explain.
c. Would you make any changes in order to improve this pilot activity?
d. Recommendations for implementation of pilot activity?
e. Would you like to single something out?
f. How did this activity help to raise awareness among youth about the Alps?

II. EVALUATION FORM, INTENDED FOR PUPILS AND STUDENTS

The evaluation form for students in pupils will be filled out in the second implementation phase (from January to June 2018). It will be conducted in the native language of pupils and students, and in e-form. Pupils and students will answer closed-form questions.

III. OTHER WAYS OF EVALUATION

Evaluation forms for teachers and experts will be slightly changed in the second implementation phase (from January to June 2018). The evaluation process will be expanded with interviews and videos.

The examples of fulfilled forms

a. THE PLAN OF PILOT ACTIVITIES

The title of pilot activity	The contents of pilot activity (define at least two levels)	Educational program and age of students who will participate in activity	The selected form of on-site education	Timeline of activities (by months)	Didactic methods used
Cultural heritage in Slovenian Alps, relating to dairy products, pasture, traditional constructions	Level 1: Society and economy Level 2: Preservation of cultural heritage Level 3: Conservation of historical heritage (material and immaterial)	nature preservation technician and agricultural technician, 15-18 years old	Pilot days 2017	October 2017	field trip, individual work – photography and producing postcards, teamwork.
Presentation of management of Triglav National Park	Level 1: Governance: Level 2: Policy making, Local cooperation, Participatory process	nature preservation technician and agricultural technician, 15-18 years old	Pilot days 2017	October 2017	field trip, individual work – producing interviews with local people, tourists, role play

b. THE PLAN OF PILOT ACTIVITY

The formal educator	Teacher's name & surname:	Teacher's expertise:

The non-formal-educator	Expert's name & surname:	Expert's expertise:
The title of pilot activity: Determining the biological quality of water in the XY alpine lake		
The content of pilot activity: Level 1: Environment, Society and economy Level 2&3: Nature protection, Biodiversity conservation, Sustainable community		
Teaching goals: Student describes and explains the basic laboratory methods for sampling of water - Student obtains and prepares the samples of water for analysis - Student properly uses laboratory equipment and measuring instruments - Student uses methods for determining the biological quality of water - Student uses protective equipment required for a specific task - Student collects and processes results and prepares them for a report - Student participates in evaluating environmental acceptability and environmental impacts		

Date: 27.9.2017 **Place:** XY lake in Alpine region	**Age of students: 16**	**Educational program:** Nature preservation technicians	Alpine mountain context: (It is related to the criteria) YES NO	Explanation: The water will be analysed in the Alpine lake
Size of group/class: 15	**Theoretical no. of hours: 3** **Practical no. of hours: 3** **No. of hours of student's individual work: 3**		Multiple perspective (It is related to the criteria) YES NO	Explanation: Results of the analysis will be compared to the scope and structure of the local economy.

Tools and materials: canoe, paddles, protective jackets - Plankton sampling net - keys for the determination of benthic invertebrates - microscope	
Didactic methods used: - frontal method - group work - laboratory work – demonstration and individual work	
Description of student's individual work: Every student will prepare a report at the end of the activity, which will be divided into a theoretical introduction, tools and methods, results & analysis, conclusions and sources.	
LEARNING OUTCOMES	**Criteria for assessment**
Knowledge - lists the main legislative documents defining water monitoring, - explains the concept of biological quality of water and the parameters they specify - describes the main methods by which we determine the biological quality of water, lists bioindicator organisms, - explains the importance of bioindicator organisms - explains why some benthic invertebrates are water-quality indicators - lists and explains the differences in water quality in water bodies in the Alps and elsewhere	
Skills - samples plankton with plankton mesh and benthic invertebrates - uses a microscope and a magnifying glass	

- uses determining keys for determining the species of plankton and benthic invertebrates
- analyses the results of the sampling and categorises the water quality in the Alpine lake according to the biological parameters
- predicts the state of economic activity around the lake and compares it with the actual situation
- projects the change in the biological quality of water in the event sustainable types of activities of local inhabitants are introduced
- prepares a report on the biological quality of water in the XY Alpine lake

Competencies
The student is able to:
- independently implement methods for determining parameters of the biological quality of water
- independently collect, process and assist with evaluating the results of analyses
- understand the impact of pollutants on the ecosystem
- take care of their own safety
- independently prepare a simple environmental monitoring report

A short description of individual components of a pilot activity by the key elements of a pilot activity:

	Activity	Didactic methods	Materials	Location	Time for activity
1.	Theoretical part	Frontal method	Ppt presentation, work sheet	classroom	3 hours
2.	Sampling on the lake - in a canoe	Teamwork	Plankton mesh, tubs, plastic pipettes, alcohol jars	lake	3 hours
3.	Microscopy and sample observation with a magnifying glass	Microscopy, Work in small groups - doubles	Microscope, magnifying glass, tweezers, microscopic accessories, observation sheets, determining keys, key for determining ecological classes based on sample analysis	laboratory	2 hours
4.	Overview of maps with marked economic activities around the lake, Internet resources Determining the connection	Method of discussion in smaller groups, followed by a summary	maps with marked economic activities around the lake, the internet	classroom	1 hour

	between the state of biological quality of water and economic activities near the lake Options for finding more sustainable solutions					
5.	Preparing a report	Individual work, Resource management, Use of analytical tools	Notes written by the student during the theoretical part, Internet	Independent work by student	3 hours	

8. Requirements for the labelling of all materials and products generated within the project and for the needs of dissemination

a. Listing the project name in the text

For the purposes of project implementation and evaluation, the name of the project and program must be mentioned:

> Project *YOUrALPS* - Educating Youth for the Alps: (re)connecting Youth and Mountain heritage for an inspiring future in the Alps, within the framework of the Interreg Alpine Space program.

You must also add:

> This project is co-financed by the European Union via Interreg Alpine Space.

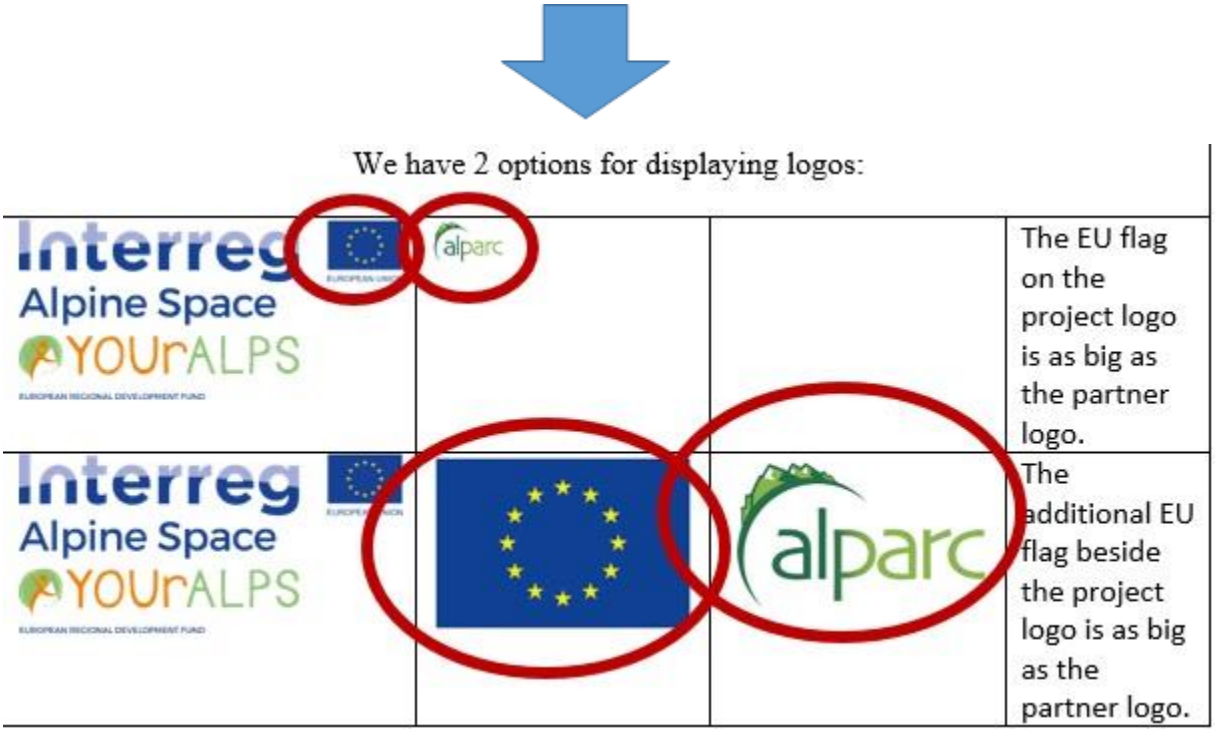
Names of the project in different languages	
French	YOUrALPS - Eduquer les jeunes pour les Alpes: reconnecter la jeunesse au patrimoine montagnard pour un futur inspirant dans les Alpes
German	YOUrALPS - Jugend in den Alpen: Bildung als (Rück-)Verbindung von Jugend und alpinem Erbe als Weg in eine vielversprechende Zukunft in den Alpen
Slovenian	YOUrALPS - Izobraževanje mladih za Alpe: (ponovno) povezovanje mladih in gorske dediščine za svetlo prihodnost v Alpah
Italian	YOUrALPS - Educare i giovani per le Alpi: (ri)connettere i giovani e l'ambiente montano per un futuro ricco di opportunità sulle Alpi

b. Project logo

On all documents, printed materials, project related letters, public tenders, events, presentations, websites ... you need to have the project logo (attachment 8.1 & 8.2).

A special warning when you add other logos to the project logo:

If other logos are displayed in addition to the project logo, the EU emblem (EU flag inside the Interreg logo) shall have at least the same size, measured in height or width, as the biggest of the other logos. In case the flag inside the Interreg logo is too small for this purpose, projects can use a separate EU flag (attachment 8.3) in addition to their logo.



c. Use of a banner to increase the visibility of the project

If you need to highlight the project logo (first slide of a presentation, first page of a documentation, article, etc.), you can combine the logo with a banner (attachment 8.4).

d. The logos of all partners of the YOUrALPS project

If you need logos of all partners, you can use (attachment 8.5):

e. Additional labelling information:

If you need further information on labelling, please contact the project partner who cooperates with you.

9. Safety recommendations that pilot sites must present to participants

Pilot sites must inform the participants about the proper equipment for safe movement in the alpine space (shoes, clothing, skin protection products, etc.).

Pilot sites can hire a mountain guide (as an external expert) who will make sure that participants are safe during their activities and provide them with the knowledge and skills for mountain hiking.

Schools have often established procedures for informing parents and obtaining their permission for their children's activities. That is why both organisations within a pilot site must coordinate these activities beforehand.

10. Communication channels between pilot sites

a. TwinSpace

The guidelines with all attachments will be published on Twinspace, where we will create a YOUrALPS workspace/project. It provides:
- space for storing, reviewing and exchanging documents for all registered users;
- forum for all registered users;
- calendar to mark the events of individual pilot sites.

In order to use Twinspace, you must first register on the eTwinning platform (https://www.etwinning.net/en/pub/index.htm). Under the eTwinning Live tab (people) you must add me as a contact (Urška Kleč, Biotechnical centre Naklo, Slovenia).

b. Web platform of OurAlps network and its role in communication

In the web platform of the OurAlps network, a direct access area is planned to present and promote the Alpine School Model and each pilot site. It enables:

- quickly sharing information with other pilot sites

If you have an important notice that you would like to share with all pilot sites, please send an announcement to urska.klec@bc-naklo.si and we will forward it to all pilot sites via e-mail: pilot-sites@ouralps.org.

- pilot sites to form partnerships with external experts and share information and documents with them (111 registrations in December 2017);
- publishing online the documents that pilot sites want to promote and share with mountain education stakeholders;
- pilot sites to access educational and documentary resources, relating to the Alps and MOE.

c. Dissemination of pilot activities

In cooperation with project partners, prepare as many dissemination activities as possible (articles in various newsletters, posters on bulletin boards, news on Facebook - official and personal profiles).

Follow and publish as many news items as possible to the Official Profiles YOUrALPS (send the desired newsletter along with pictures to e-mail: urska.klec@bc-naklo.si).

11. Financial possibilities for implementation of pilot activities

With this project, the school and protected area have an opportunity to jointly develop activities, which they will implement after the project. However, they must carefully review which expenses are eligible in the project.

Travel and accommodation costs are eligible expenses for external experts and services but only if the project partner has allocated funds. Therefore, you must consult with your project partner about financing.

Purchase of laboratory equipment, necessary for implementation of pilot actions, is not considered to be an eligible cost in this project.

If you would like to combine the purchase of laboratory equipment and the implementation of pilot activities with other projects, please notify us beforehand, so that we can avoid any unnecessary complications.

One possibility for the implementation of pilot activities is obtaining funds from Erasmus+. If you are interested in cooperation in Erasmus+ partnership, please contact BC Naklo (urska.klec@bc-naklo.si).

12. Sources

1. Terminology of European education and training policy, CEDEFOP, Luxembourg 2008.

2. Kennedy, Declan. How do we link Learning Outcomes to Teaching and Learning Activities and to Assessment? (online). Cmepius, Ljubljana: 2015 [accessed 26th of October, 2017], < https://www.cmepius.si/visokosolsko-izobrazevanje/writing-and-using-learning-outcomes/ >

3. Kennedy, Declan. How do we write Module Learning Outcomes and Programme Learning Outcomes? (online). Cmepius, Ljubljana: 2015 [accessed 26th of October, 2017], < https://www.cmepius.si/visokosolsko-izobrazevanje/writing-and-using-learning-outcomes/ >

4. Kennedy, Declan. Learning Outcomes and Competences – How are they related? (online). Cmepius, Ljubljana: 2015 [accessed 26th of October, 2017], < https://www.cmepius.si/visokosolsko-izobrazevanje/writing-and-using-learning-outcomes/ >

5. Učni načrt. Program osnovna šola. Geografija. 2011. Ljubljana, Ministrstvo za šolstvo in šport, Zavod RS za šolstvo, 39 p.

6. Učni načrt. Program gimnazija: splošna, klasična, ekonomska gimnazija. Geografija. Obvezni predmet, matura. 2008. Ljubljana, Ministrstvo za šolstvo in šport, Zavod RS za šolstvo, 62 p.

REGISTRATION LIST

SUMMER SCHOOL ON MOUNTAIN ORIENTED EDUCATION

NAKLO, SLOVENIA

28 – 31 AUGUST 2017

	NAME	SURNAME	ORGANISATION	COUNTRY	E-MAIL	DATE OF BIRTH	SIGNATURE
1	**Céline**	**Carlioz**	Reinach School	France	celine.carlioz@educagri.fr	02/03/74	
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5	**Angela**	**Marandi**	Reinach School	France	angela.marandi@educagri.fr	25/3/59	
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15	Engelbert	Kenyeri	Nature park Geschriebenstein	Austria	kenyeri.engelbert@gmail.com	1955	
16	Joachim	Tajmel	Nature parks of southern Burgenland; biologist	Austria	dr.tajmel@aon.at	27.01.1959	
17	Hans Peter	Kilingseder	Academy for learning in and from nature (nonprofit organization)	Austria	killingseder@natuerlichlernen.at	23.09 1962	
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29	Barbara	Cavallaro	Regional Park of Orobie Valtellinesi	Italy	didattica@parcorobievalt.com	23/01/74	Barbara Cavallaro
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31	Mauro	Bozzoni	High School - Liceo Scientifico Calini	Italy	bozzonim@libero.it	23/7/63	
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BIOTEHNIŠKI CENTER NAKLO | FACULTY OF ARTS | GEOGRAPHIE INNSBRUCK | Nationalpark Berchtesgaden | REPUBLIKA SLOVENIJA SLUŽBA VLADE REPUBLIKE SLOVENIJE ZA RAZVOJ IN EVROPSKO KOHEZIJSKO POLITIKO | Interreg Alpine Space YOURALPS

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53	Irena	Šubic Jeločnik	BC Naklo	Slovenia	irenasj@t-2.net	12.05. 1973	
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56	PANCHAUD	Francis	ASTERS	FRANCE	francis.panchaud@asters.asso.fr	24/05/1952	
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58	NATAŠA	KUNSTELJ					

Naklo, 28. 8. 2017

ANALYSIS - Summary

Q1	What is your gender?			
	Answers	Frequency	Percent	Valid
	1 (Male)	12	35%	35%
	2 (Female)	22	65%	65%
Valid	Valid	34	100%	100%
		Average	1,6	Std. deviation

Q2	What is your age?			
	Answers	Frequency	Percent	Valid
	1 (Under 25 years old)	1	3%	3%
	2 (25-34 years old)	2	6%	6%
	3 (35-44 years old)	11	32%	32%
	4 (45-54 years old)	14	41%	41%
	5 (55-64 years old)	6	18%	18%
	6 (65 years or older)	0	0%	0%
Valid	Valid	34	100%	100%
		Average	3,6	Std. deviation

Q3	What is the highest degree or level of education you have completed?			
	Answers	Frequency	Percent	Valid
	1 (Grammar school)	0	0%	0%
	2 (High school graduate, diploma or the equivalent)	4	12%	12%
	3 (Trade/technical/vocational training)	0	0%	0%
	4 (College degree)	3	9%	9%
	5 (Bachelor's degree)	6	18%	18%
	6 (Master's degree)	16	47%	47%
	7 (Professional degree)	1	3%	3%
	8 (Doctorate degree)	4	12%	12%
Valid	Valid	34	100%	100%
		Average	5,4	Std. deviation

Q4	What is your current occupation:			
	Answers	Frequency	Percent	Cumulative
	communication officer	1	3%	3%
	teacher	11	32%	35%
	lecturer	1	3%	38%
	project manager	2	6%	44%
	professor	1	3%	47%
	responsible of nature animation	1	3%	50%
	forestpedagog	1	3%	53%
	environmental educator	1	3%	56%
	project consultant	1	3%	59%

	teacher. scientist	1	3%	62%
	professional collaborator on the project and teacher	1	3%	65%
	project coordination	1	3%	68%
	teaching	1	3%	71%
	i teachers in the primary school	1	3%	74%
	leader of the department environmetal education	1	3%	76%
	documentalist	1	3%	79%
	engineer, teacher high school	1	3%	82%
	naravovarstveni sodelavec v info centru	1	3%	85%
	environmental education in national park	1	3%	88%
	naturalist	1	3%	91%
	biology teacher	1	3%	94%
	forest pedagogy	1	3%	97%
Valid	Valid	34	100%	

Q5	**Which country are you from?**			
	Answers	Frequency	Percent	Valid
	1 (Slovenia)	8	24%	24%
	2 (Austria)	5	15%	15%
	3 (Germany)	4	12%	12%
	4 (France)	7	21%	21%
	5 (Italy)	10	29%	29%
	6 (Switzerland)	0	0%	0%
Valid	Valid	34	100%	100%
		Average	3,2	Std. deviation

Q6	**Please assess the Summer school on mountain-oriented education (Slovenia, 2017).**			
	Subquestion			Answers
		Excellent	Good	Satisfactory
Q6a		15	18	0
		44%	53%	0%

Q7	**Please assess the clarity of the aims of the Summer school on mountain oriented education (Slovenia, 2017).**			
	Subquestion			Answers
		Excellent	Good	Satisfactory
Q7a		3	20	9
		9%	61%	27%

Q8	**Please add any comments about the aims of the Summer school on mountain oriented education (Slovenia,**			
	Answers	Frequency	Percent	Valid
	continue on this way	1	3%	13%
	i would like to have more possibilities for exchanges	1	3%	13%
	guided exchange came late, but it came.	1	3%	13%

	learn about moe, meet other partner and share expériences	1	3%	13%
	the seminary managed to mix the theoretical contributions and the preticks (walking on montains was very intersting...)	1	3%	13%
	excellent fieldwork	1	3%	13%
	i missed the field of teaching	1	3%	13%
Valid	Valid	8	24%	100%

Q9	**Please assess the effectiveness of the participants in achieving the aims of the Summer school on mountain oriented education (Slovenia, 2017).**			
	Subquestion	Answers		
		Excellent	Good	Satisfactory
Q9a		6 19%	19 59%	6 19%

Q10	**Please add any comments about the effectiveness of the participants in achieving the aims of the Summer sc mountain oriented education (Slovenia, 2017).**			
	Answers	Frequency	Percent	Valid
	the last day was very efficient	1	3%	17%
	only some parts of the excursions were left without explanation and therefore less effective.	1	3%	17%
	still need to share experiences	1	3%	17%
	good implication of the participants	1	3%	17%
	/	1	3%	17%
	the differnt views of watching and seeing	1	3%	17%
Valid	Valid	6	18%	100%

Q11	**Please assess the quality of working cooperation, overall, within the group on the scale below:**			
	Subquestion	Answers		
		Excellent	Good	Satisfactory
Q11a		12 36%	19 58%	2 6%

Q12	**Please add any comments you may wish to make about the working cooperation within the group.**			
	Answers	Frequency	Percent	Valid
	it would be could to mix the group with different country	1	3%	25%
	very good cooperation between ourselves	1	3%	25%
	good listener	1	3%	25%
	/	1	3%	25%
Valid	Valid	4	12%	100%

Q13	**Please assess the quality of communications, overall, within the group on the scale below:**			
	Subquestion	Answers		
		Excellent	Good	Satisfactory
Q13a		10 30%	22 67%	1 3%

Q14	Please add any comments about communications within the group.			
	Answers	Frequency	Percent	Valid
	easy to talk together. english level is not always high enough but we try the best	1	3%	33%
	/	1	3%	33%
	i liked the interpretation of landscape in form of culture and ethic theme	1	3%	33%
Valid	Valid	3	9%	100%

Q15	What is/are the most useable knowledge, idea, method etc. you gained from this summer school?			
	Answers	Frequency	Percent	Valid
	the difference between information, interpretation and experimental learning	2	6%	7%
	margrita examples	1	3%	4%
	outdoor learning in all subjects.	1	3%	4%
	we have a lot of things in common. the \"problems\" are everywhere nearly the same. it was a good event and i hope to see a lot of the participants in the future.	1	3%	4%
	esperience, cooperation, motivation, are the most important start to have success!!!	1	3%	4%
	youth psychology, outdoor education	1	3%	4%
	field work, new ideas what to do with students outside	1	3%	4%
	the collection of good-practice-examples is a good source for further search / research	1	3%	4%
	moor	1	3%	4%
	the appreciate \"attachment concept\"	1	3%	4%
	knowing the other collaborators in the pilot sites and their action about project. some points of view on the interpretation of environment and didactical approaches.	1	3%	4%
	the working method. the management of the working group.	1	3%	4%
	group work management and various didactic approaches	1	3%	4%
	the combination of the presentations of marjeta, matija and luka gave me a good background, how youth feels and thinks and how to develop programs for them.	1	3%	4%
	reading of landscape on the ground and the timeof écchange between the different participants	1	3%	4%
	/	1	3%	4%
	i was only one day with you. it was interesting too work wit people from other countries, to share ideas and find something new.	1	3%	4%
	the exchange between the participants on the last day of summer school	1	3%	4%

	to understand different ways of working, learning and describing the moe..to interpret landscape is one way of them.	1	3%	4%
	terrain work	1	3%	4%
Valid	Valid	28	82%	100%

Q16	**Will you be able to use at least some of the ideas, methods, approaches, strategies etc. in your professional l please explain how. If not, please explain why.**			
	Answers	Frequency	Percent	Valid
	- the importance of using our 5 senses to discover, to understand, ... a place! better you fell things, better you will respect them ! - the importance of organising the differents topics you have to explain on touristic boards : what is the main idea, how do you organise boards or signs, ...	1	3%	4%
	yes in the organization of trainings for nature park guides	1	3%	4%
	yes test this way with my pupils	1	3%	4%
	yes, i could use it in the organization of trainings for nature park guides and teachers	1	3%	4%
	komarča - what is it, for what is usefool	1	3%	4%
	yes - it was good to see different aspects and we can learn everytime drin others.	1	3%	4%
	sure...some workshops that we did. ..love for nature..enthusiasm for doing something. ..peer to peer	1	3%	4%
	i think i allready used some before the summer school. maybe can i make the activites for the teenies more attractive because of these new methods and knowledge.	1	3%	4%
	i liked the walk in the nature around the sport hotel from a certain point of view in order to prepare a discussion. it will not be easy to do at school, but it could be a good idea for excursions.	1	3%	4%
	interpetation of the natural and cultural heritage, how to use all sences when learning	1	3%	4%
	the various approaches in the coutries offer new possibilities, new ways of developing new learning opportunities	1	3%	4%
	yes, i will use it in my work in the classroom.	1	3%	4%
	yes: feeling trees, silence and feeling moss barefoot... and all thinking on non-human rights	1	3%	4%
	yes, in landscape interpretation	1	3%	4%
	yes. i knew the management of the groups in theory but not in practice.	1	3%	4%

	yes,identify different themes to be developed in groups of students who produce a product. then groups are scrambled and each student brings to the attention of the first product the others and together they produce a final product to be confronted.direct observation or through the photographic relief of a reality at different times	1	3%	4%
	yes, because in non formal education, we have a lot of possibilities to integrate new ideas and knowledge.	1	3%	4%
	collect observations on the ground and confront them in team with the aim of clearing a context	1	3%	4%
	/	1	3%	4%
	the objectives of the project are set up with the need to raise young people\`s awareness of the natural and cultural heritage of the alps through an operational approach that brings young people to explore with their knowledge the existing territory. experiment with the study of elements of the territory, know their mountain territory, use the professional skills acquired during the growth course in the higher schools, share with the territory the didactic experiences aimed at respecting the sites, are all elements that will have to find space in \`proposed activity. young people will be able to experiment and put directly into the field their own professional skills that will gradually acquire during the course of studies; therefore environmental education through formal and non-formal interconnected education considering the alpine territory as a natural, cultural, living and working space beyond the borders. inclusion of activity within the student\`s curriculum contributes to the achievement of european goals, with an international approach to education, by enhancing the inclusion of mountain-oriented-education (moe) as a key role to infuse young people into generation sensitivity and knowledge of the alpine cultural and natural heritage, highlighting the opportunities for their future.	1	3%	4%
	yes, the method of groups with different interests would be quite usefull to make a lesson with secondary school classes. igra vlog.	1	3%	4%
	yes	1	3%	4%

	yes to interpret of landscape and to teaching and learning methods in moe. i got the paper from nehford.	1	3%	4%
	yes, new things in bohinj - i thought that i knew that place!	1	3%	4%
Valid	Valid	26	76%	100%

Q17	**Do you have any suggestion, recommendations etc. for the project partners?**			
	Answers	Frequency	Percent	Valid
	it would be nice if we could read, look at picture, ... of different activities that the schools and parks will do during this year	1	3%	7%
	have a feed back at the end of the next school year.	1	3%	7%
	i aready have good exampels. we can share it.	1	3%	7%
	take the next steps!!	1	3%	7%
	cooperation as soon as possible !!	1	3%	7%
	do not give up, mention problems directly and stay in contact.	1	3%	7%
	the first day was very intensive, maybe too much input, too many lectures	1	3%	7%
	to meet others pilot sites partners on june 2018 to share experiences. to receive the powerpoint of matija svetina about environemental psychology for youth.	1	3%	7%
	no	1	3%	7%
	i would suggest a meeting of all pilot sites after the first year in july 2018.	1	3%	7%
	i would like to thank warmly the team which has us acuueilis for their availability and the quality of their commitment	1	3%	7%
	i think it is very important to conitnue with the exchange between all the project partners	1	3%	7%
	you are a good team! thank you	1	3%	7%
Valid	Valid	14	41%	100%

Q18	**Would you like to participate in the future activities concerning mountain oriented education?**			
	Answers	Frequency	Percent	Valid
	1 (Yes.)	30	88%	100%
	2 (No.)	0	0%	0%
Valid	Valid	30	88%	100%
		Average	1	Std. deviation

Cumulative
35%
100%
0,5

Cumulative
3%
9%
41%
82%
100%
100%
0,9

Cumulative
0%
12%
12%
21%
38%
85%
88%
100%
1,6

Cumulative
24%
38%
50%
71%
100%
100%
1,6

			Valid	Units	Average	Std. deviation
Poor	No opinion	Valid				
1	0	34	34	34	1,6	0,65
3%	0%	100%				

;				Valid	Units	Average	Std. deviation
Poor	Non-existent	No opinion	Valid				
1	0	0	33	33	34	2,2	0,66
3%	0%	0%	100%				

2017).
Cumulative
13%
25%
38%

50%
63%
75%
88%

;				Valid	Units	Average	Std. deviation
Poor	Non-existent	No opinion	Valid				
1	0	0	32	32	34	2,1	0,72
3%	0%	0%	100%				

:hool on

Cumulative
17%
33%
50%
67%
83%
100%

;				Valid	Units	Average	Std. deviation
Poor	Non-existent	No opinion	Valid				
0	0	0	33	33	34	1,7	0,59
0%	0%	0%	100%				

Cumulative
25%
50%
75%
100%

;				Valid	Units	Average	Std. deviation
Poor	Non-existent	No opinion	Valid				
0	0	0	33	33	34	1,7	0,52
0%	0%	0%	100%				

Cumulative
33%
67%
100%

Cumulative
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ife? If yes,
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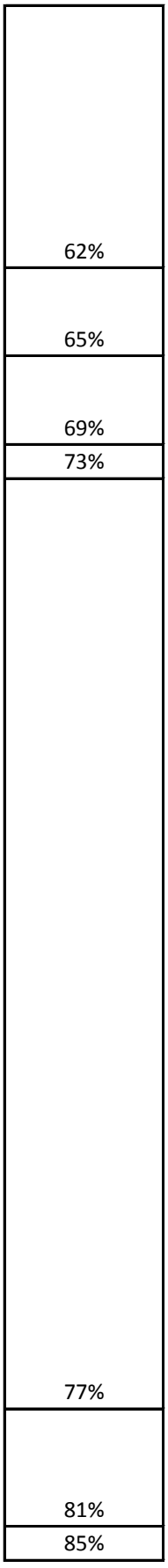
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