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TVNP Social learning project proposal

This proposal has been developed in response to a request by TVNP Manager Rachel Murtagh to explain how Social Learning and Communities of Practice can be used to underpin the 3 year Tees Valley Nature Partnership Project funded by the National Lottery Community Fund. This document briefly describes the theory of social learning and how this approach can help in project design, implementation, management and evaluation.

What is social learning theory?

In social learning theory, learning is understood to be a chain of events involving people engaging with each other which leads to a change in something they care about. The most well known model of social learning is that of a 'community of practice', a term coined by Etienne Wenger and Jean Lave in the 1980's in their research observing how traditional skills are taught and passed on in traditional West African societies.

A community of practice is defined as a group of people (*the community)* who all share a common passion or challenge (referred to as the *domain)* and who, through engaging with each regularly, develop a *practice* to solve the problem. A good example of a community of practice is a chess club. The *community* is the members of the chess club. The *domain* is 'understanding chess'. Through playing each other the members learn the *practice* of chess ie. how set up the board, how the pieces move, opening moves, strategies etc.

Another recent example of a community of practice is that of Extinction Rebellion. The *community* all share a passion or concern for how the future will be affected by climate change and biodiversity loss. The main *domain* might be described as 'how to change government policy on climate change and biodiversity loss' or 'how to raise awareness of climate change and biodiversity loss'. The *practice* includes understanding non-violent direct action, protest strategies and techniques etc.

While some communities of practice form naturally, an understanding of social learning theory can be applied to facilitate and manage their development and efficacy.

How can social learning theory help the TVNP?

Social learning is at the core of the proposed TNVP project. This is implicit in the three core aims of:

       1) **Raising awareness of the TNVP**

           ie. local/regional/national people and organisations learning about the TVNP and the role it can play in supporting people to celebrate and value nature.

       2) **Building capacity of local people**

           ie. local people learning new skills so they are more confident to work for nature, and increasingly participate in community action

       3) **Building the capacity of the partnership**

           ie learn how to support the local people and learn new skills (including leadership) that help to champion environment of the Tees Valley to local decision makers and regional and national bodies.

Underpinning the project with social learning theory will mean that this learning value can be considered and used to both design activities and evaluate the project in a process of positive feedback.

The learning process

Following the value framework published by Etienne Wenger and Bev Wenger Trayner (https://wenger-trayner.com/resources/publications/evaluation-framework/) social learning is a flow through 4 main stages:

    1) Immediate value   *A person's immediate reaction and response to the activity*

    2) Potential value   *What the person 'got out' of the experience*

    3) Applied value   *How the person put this into practice*

    4) Realised value   *The change that resulted from the applied value*

For example, a person attends a local nature awareness day. The types of value might manifest in the following way:

    1) Immediate value   *The person says that the day was enjoyable and very interesting*

    2) Potential value   *The person found out that there is a local bird conservation group*

    3) Applied value   *The following week the person joins the group as a volunteer worker*

    4) Realised value   *The conservation work is more effective*

Change happens as a result of a progression through these types of value.
We can use this model for learning in the following ways:

1) **To design activities**
   By imagining the change we would like to see, we can work backwards through the value stages to design engaging learning activities.

2) **To facilitate learning**
   We know if learning is taking place if 'value stories' evidencing progress through the 4 stages. Conversely, we know if learning is not taking place if we see shorter learning progress and can therefore adapt activities accordingly.

3) **To evaluate the project**
   The process results in specific qualitative 'value stories' that are supported by quantitative data providing a robust evaluation.

Proposed activities

Initial training for Steering Group

This enjoyable half day event would introduce the members of the steering group to the principles of social learning and communities of practice. The theory is very useful in business and organisational development and will be relevant for all participants in their own context as well as that of the TVNP. The session will involve a short presentation, an experimental learning game exploring the principles of communities of practice and finally an example world cafe with the opportunity to discuss some important themes and challenges shared by the group.

Participants attending this day will leave with:

1) A deeper level of understanding of social learning and communities of practice,
2) How social learning and communities of practice can support the TVNP project and organisational development and management in members own contexts
3) Deeper connections with other members of steering group
4) New ideas, strategies and solutions to problems shared by the group.

Kickstart World Cafe

The TVNP project is designed to be people-led, both because the voice of local people is crucial to the ethics of the organisation and because this is a core requirement of the National Lottery Community Fund. This impacts deeply upon project design because the development of the project over time will be influenced by future decisions and consultations with the community and stakeholders.

The strength of using a social learning approach and the value framework is that we can use current knowledge to design initial events and use the framework to understand the change we would like to see, the conditions necessary for this change to take place and the high-value for time work that needs to be done in order to enable this change. We can also work out the information that would indicate if a change was taking place and any necessary data that would need to be collected.

A powerful initial event would be a World Cafe social learning event, bringing together members of TVNP affiliated organisations and local schools and community groups. The World Cafe method could include up to 150 people in a large conference space and involves people sitting at tables set up cabaret style with 4-5 people per table. A question that everyone cares about is offered as a topic of discussion and all the groups discuss while one person on each table takes notes. After 5 minutes the facilitator stops the discussion and the asks everyone except the host to change places. Each table has a new group which continues to discuss the question. Over the course of 1 - 2 hours the facilitator offers up to three questions.

World cafe is a fascinating learning experience which relies on the participants having varied knowledge and experience. The presence of people who are new to the practice along with 'old-timers' combined with the passion that everyone shares and the constant changing of new groups keeps the learning at a high level. In the context of the TVNP project there would be a many of positive outcomes which are detailed in the attached Value Framework.

Future project activities would be influenced by the discussion around the questions of 'how can the TVNP support local people to connect to nature?".

Other activities

As explained above, a key factor in social learning is bringing people together who have different levels of knowledge and experience. Following this principle, the activities below (in no particular order) could be effective strategies to achieve the aims of the project:

1) Local environmental film screenings with Q&A/world cafe
2) Case studies - example projects from other regional NP to visit the steering group
3) Online forum / Social media / Whatapp groups
4) Social prescribing - helping people in need to discover local interest groups and find that nature and positive social interaction is a remedy for poor mental health
5) Leading social learning / world cafe / networking sessions at local nature days, community events, conferences

Proposed costs

July/September 2019

Half day world cafe / training for steering group members + half day development   £500

September/October 2019

Kickstart World Cafe cross-affiliate organisation/community   £500

Festival of Thrift

Development day to design next steps   £250

2020-2021

approx 10 Quarterly development days collaborating with TVNP manager   £2500

Total   **£3750**

Social Learning value for Young People

		7 Strategic				
		> Improve conversations with and between NLP, Steering Group, affiliate organisations, media, council etc				

Constituents	0 Activities	1 Immediate	2 Potential	3 Applied	4 Realized	5 Transformative
		Aspirations/Achievements - Indicators/Data				
Young people	*World Cafe*	> Interesting > Fascinating > Great learning experience > Rapport > > **Indicators** > Post session feedback > Emerging themes during world cafe > Post session interviews > In-session facilitator observation > Post event feedback **Data** > Feedback postcards > Host notes > Video interviews with participants > Post-session facilitator notes > Online/Emailed post-session evaluation (Survey Monkey etc)	> New knowledge about causes of climate change and biodiversity loss > New knowledge about local, regional and global impact of climate change and biodiversity loss > Understanding of impact of climate change and biodiversity loss on specific people in local area > New connections with local people who share concerns about impact > Higher awareness of the Nature Partnership and it's role (and potential role) in supporting people affected by climate change and biodiversity loss > New connections with fellow students and students from other schools > New connections with teachers and teachers from other schools > New ideas and strategies about how to respond within own school to specific problems caused by climate change and biodiversity loss > New ideas and strategies about how to collaborate with other groups in order to respond to specific problems caused by climate change and biodiversity loss. **Indicators** > Post session feedback > Emerging themes during world cafe > Post session interviews > In-session facilitator observation > Post event/session feedback from other constituents **Data** > Feedback postcards > Host notes > Video interviews with participants > Post-session facilitator notes > Online/Emailed post-session evaluation (Survey Monkey etc) >	> Students communicate with other students, external organisations, community and the NP to discuss impacts and strategies relating to CC and BDL > Students invent new strategies to respond to impacts of CC and BDL > Students create in-school learning groups and events to increase awareness of impacts of CC and BDL and role of NP > Same students attend the next NP learning event and bring more students with them > Students set up or join environmental groups > Young people are/offered/choose environmental work experience opportunities **Indicators** > Post-session feedback > New conversations witnessed directly with the NP > Feedback from the steering group > informal feedback from NP affiliated organisations > Schools join the NP **Data** > Online/Emailed post-session evaluation (Survey Monkey etc) > Online/Emailed 1 month post-session evaluation (Survey Monkey etc) > Post-session feedback from NP Manager and Steering group > Post session feedback for after visits to schools by NP Manager	> New student-led NP affiliated organisations make significant difference to impact of CC and BDL in local area > Greater number of people in local and regional area understand the value of the NP and how it can support people to respond positively to CC and BDL > Local schools become leaders in responding positively to CC and BDL through the realisation of specific student led projects > Local groups have deeper understanding of the issues faced by young people and can adapt in appropriate ways to be relevant and increase membership > Next NP learning events has wider participation and local and regional awareness (eg. press converage etc) >Young people start/join a Youth Panel > Young people **Indicators** > New organisations join the NP > Qualitative feedback from affiliate organisations > Quantitive feedback from all participants from original World Cafe > Increased membership in affiliate organisations > More media coverage of NP and affiliate organisations **Data** > NP registration data > Post session feedback for after visits to schools by NP Manager > Online 6 month survey of all participants in original World Cafe > Steering group collect copies of actual news stories > ProQuest media database search > Affiliate organisation membership data	> Solutions are found to local and regional problems relating to CC and BDL > New organisations take over from the NP and lead on awareness raising and solution focused support > **Nature is celebrated and valued** > **Local pride and involvement in nature is increased** Indicators > > > Data > > >
Conditions		> Schools can send students to the event by coach > Schools can have cover for absent teachers > Students and teachers accept the invitation to attend > Venue has adequate accessibility > School is notified of the event > Venue has adequate resources and refreshments > Event is well facilitated	> Event is well facilitated > World cafe is resourced with sufficient paper/pens, feedback cards > Time is allowed for post-post-session interviews > Consent is granted for feedback, post-session interviews, posting to social media etc	> School support students to put what they learnt into practice > Affiliate organisations understand about how to engage young people and schools (policy, procedure, working with young/vulnerable people, consent etc) > School and students are invited to next learning event > NP manager is able to visit school post event > Host notes from World Cafe are circulated to participants and participant organisations	> NP supports the development of new organisations, welcomes new affiliates and facilitates inter-group collaboration > Schools sustain the support offered to students to develop this work >	> >
6 Enabling		> Research and book suitable venue > Understand problems faced by schools and students with relation to CC and BDL and craft invitation accordingly > Ascertain needs of participants and resource the event accordingly > Book an experienced facilitator > Ascertain whether travel/cover for event would be a barrier and offer funding or funding guidance accordingly > Create and deliver high quality marketing materials	> Book and experienced facilitator > Request resource list from facilitator and resource accordingly > Book a (video) interviewer > Research necessary consent and send this out to schools pre-session	> NP manager and consultant collates host notes from the cafe and circulates. > Create post-session support pack to help schools understand how to support students to put what they learnt into practice > Create engagement pack for affiliate organisations to help them to understand how to responsibly engage younger people post session > Research notes from world cafe to understand the domain for the next event. Craft invitation and marketing materials accordingly > Np Manager has time allowed for visiting schools post-session	> Invitation session run by NLP for potential new groups > NLP works with schools to understand what schools need to sustain support. NLP finds practical way to support this. > NLP Manager and steering group liase with local and national media	> A holiday for the NLP staff and steering group > >

Social learning value for Community Participants

		7 Strategic				
		> Improve conversations with and between NLP, Steering Group, affiliate organisations, media, council etc				
Constituents	**0 Activities**	**1 Immediate**	**2 Potential**	**3 Applied**	**4 Realized**	**5 Transformative**
		Aspirations/Achievements - Indicators/Data				

Community Participants — World Cafe

1 Immediate		2 Potential		3 Applied		4 Realized		5 Transformative	
> Interesting	**Indicators**	> New knowledge about causes of climate change and biodiversity loss	**Indicators**	> Local people communicate with each other, local groups and NP to discuss impacts and strategies relating to CC and BDL	**Indicators**	> Greater number of people in local and regional area understand the value of the NP and how it can support people to respond positively to CC and BDL	**Indicators**	> Solutions are found to local and regional problems relating to CC and BDL	Indicators
> Fascinating	> Post session feedback	> New knowledge about local, regional and global impact of climate change and biodiversity loss	> Post session feedback		> Post-session feedback		> New organisations join the NP	> New organisations take over from the NP and lead on awareness raising and solution focused support	>
> Great learning experience	> Emerging themes during world cafe	> Understanding of impact of climate change and biodiversity loss on specific people in local area	> Emerging themes during world cafe	> Local people invent new strategies to respond to impacts of CC and BDL	> New conversations witnessed directly with the NP	> Local groups have deeper understanding of the issues faced by young people and can adapt in appropriate ways to be relevant and increase membership	> Qualitative feedback from affiliate organisations	> Nature is celebrated and valued	Data
> Rapport	> Post session interviews		> Post session interviews	> Local people start local earning groups and events to increase awareness of impacts of CC and BDL and role of NP	> Feedback from the steering group		> Quantitive feedback from all participants from original World Cafe		>
> Empowering	> In-session facilitator observation	> New connections with local people who share concerns about impact	> In-session facilitator observation	> Participants attend the next NP learning event and bring more students with them	> informal feedback from NP affiliated organisations	> Next NP learning events has wider participation and local and regional awareness (eg. press converage etc)	> Increased membership in affiliate organisations		>
>	> Post event feedback	> Higher awareness of the Nature Partnership and local environmental groups their role (and potential role) in supporting people affected by climate change and biodiversity loss	> Post event/session feedback from other constituents	> More community members set up or join local environmental groups	> Schools join the NP	**> Community leaders are supported and enabled and confident to engage with local decision makers**	> More media coverage of NP and affiliate organisations		
	Data	> New ideas and strategies about how to respond within to specific problems caused by climate change and biodiversity loss	**Data**	>	**Data**	**> Community participants are better informed**	**Data**		
	> Feedback postcards	> New ideas and strategies about how to collaborate with other groups in order to respond to specific problems caused by climate change and biodiversity loss.	> Feedback postcards		> Online/Emailed post-session evaluation (Survey Monkey etc)	**> Community participants have the means to channel local concerns for nature and get involved in community action**	> NP registration data		
	> Host notes		> Host notes		> Online/Emailed 1 month post-session evaluation (Survey Monkey etc)		> Post session feedback for after visits to schools by NP Manager		
	> Video interviews with participants		> Video interviews with participants		> Post-session feedback from NP Manager and Steering group		> Online 6 month survey of all participants in original World Cafe		
	> Post-session facilitator notes		> Post-session facilitator notes		> Post session feedback for after visits to schools by NP Manager		> Steering group collect copies of actual news stories		
	> Online/Emailed post-session evaluation (Survey Monkey etc)		> Online/Emailed post-session evaluation (Survey Monkey etc)				> ProQuest media database search		
			>				> Affiliate organisation membership data		

Conditions

1 Immediate	2 Potential	3 Applied	4 Realized	
> Event venue is accessible to local community (bus, walking, car park etc)	> Event is well facilitated	> TVNP provides forums for people to connect and dievelop ideas eg local community knowledge sharing events, talks, world cafe etc	> NP supports the development of new organisations, welcomes new affiliates and facilitates inter-group collaboration	>
> Event takes place at a time that when community members are available (consider work hours etc)	> World cafe is resourced with sufficient paper/pens, feedback cards	>	> community groups evolve and sustain the support offered by the TVNP to develop this work	>
> Community members accept the invitation to attend	> Time is allowed for post-session interviews		>	
> Venue has adequate accessibility	> Consent is granted for feedback, post-session interviews, posting to social media etc			
> Community is notified of the event				
> Venue has adequate resources and refreshments				
> Event is well facilitated				

6 Enabling

1 Immediate	2 Potential	3 Applied	4 Realized	5 Transformative
> Research and book suitable venue	> Book and experienced facilitator	> NP manager and consultant collates host notes from the cafe and circulates.	> Invitation session run by NLP for potential new groups	> A holiday for the NLP staff and steering group
> Understand problems faced by communities with relation to CC and BDL and craft invitation accordingly	> Request resource list from facilitator and resource accordingly	> Create post-session support pack to help community members to understand how to support community members to put what they learnt into practice	> NLP works with community groups to understand what members need to sustain support. NLP finds practical way to support this.	>
> Ascertain needs of participants and resource the event accordingly	> Book a (video) interviewer	> Create engagement pack for affiliate organisations to help them to understand how to engage the community more effectively	> NLP Manager and steering group liase with local and national media	>
> Book an experienced facilitator	> Research necessary consent and send this out to community groups pre-session	> Research notes from world cafe to understand the domain for the next event. Craft invitation and marketing materials accordingly		
> Ascertain whether travel/cover for event would be a barrier and offer funding or funding guidance accordingly		> Np Manager has time allowed for visiting communities post-session		
> Create and deliver high quality marketing materials				

Social learning value for local group members

		7 Strategic				
		> Improve conversations with and between NLP, Steering Group, affiliate organisations, media, council etc				
Constituents	**0 Activities**	**1 Immediate**	**2 Potential**	**3 Applied**	**4 Realized**	**5 Transformative**
		Aspirations/Achievements - Indicators/Data				

Local Group Members — World Cafe

1 Immediate
> Interesting

> Fascinating

> Great learning experience

> Rapport

>

>

Indicators

> Post session feedback

> Emerging themes during world cafe

> Post session interviews

> In-session facilitator observation

> Post event feedback

Data

> Feedback postcards

> Host notes

> Video interviews with participants

> Post-session facilitator notes

> Online/Emailed post-session evaluation (Survey Monkey etc)

2 Potential
> New knowledge about causes of climate change and biodiversity loss

> New knowledge about local, regional and global impact of climate change and biodiversity loss

> Understanding of impact of climate change and biodiversity loss on specific people in local area

> New connections with local people who share concerns about impact

> Higher awareness of the Nature Partnership and it's role (and potential role) in supporting people affected by climate change and biodiversity loss

> New connections with fellow students and students from other schools

> New connections with teachers and teachers from other schools

> New ideas and strategies about how to respond within own school to specific problems caused by climate change and biodiversity loss

> New ideas and strategies about how to collaborate with other groups in order to respond to specific problems caused by climate change and biodiversity loss.

Indicators

> Post session feedback

> Emerging themes during world cafe

> Post session interviews

> In-session facilitator observation

> Post event/session feedback from other constituents

Data

> Feedback postcards

> Host notes

> Video interviews with participants

> Post-session facilitator notes

> Online/Emailed post-session evaluation (Survey Monkey etc)

>

3 Applied
> Members communicate with other members, external organisations, community and the NP to discuss impacts and strategies relating to CC and BDL

> Members invent new strategies to respond to impacts of CC and BDL

> Members create in-school learning groups and events to increase awareness of impacts of CC and BDL and role of NP

> Same members attend the next NP learning event and bring more students with them

> Members attend relevant training events organised or signposted by TVNP

> **Leaders are offered/choose to participate in funding training, mentoring and leadership development events**

Indicators

> Post-session feedback

> New conversations witnessed directly with the NP

> Feedback from the steering group

> informal feedback from NP affiliated organisations

> Schools join the NP

Data

> Online/Emailed post-session evaluation (Survey Monkey etc)

> Online/Emailed 1 month post-session evaluation (Survey Monkey etc)

> Post-session feedback from NP Manager and Steering group

> Post session feedback for after visits to schools by NP Manager

4 Realized
> New student-led NP affiliated organisations make significant difference to impact of CC and BDL in local area

> Greater number of people in local and regional area understand the value of the NP and how it can support people to respond positively to CC and BDL

> Local schools become leaders in responding positively to CC and BDL through the realisation of specific student led projects

> Local groups have deeper understanding of the issues faced by young people and can adapt in appropriate ways to be relevant and increase membership

> Next NP learning events has wider participation and local and regional awareness (eg. press converage etc)

> **Groups are more confident and are better able to work for nature and add their voice**

> **Leaders are more skilled at creating change**

Indicators

> New organisations join the NP

> Qualitative feedback from affiliate organisations

> Quantitive feedback from all participants from original World Cafe

> Increased membership in affiliate organisations

> More media coverage of NP and affiliate organisations

Data

> NP registration data

> Post session feedback for after visits to schools by NP Manager

> Online 6 month survey of all participants in original World Cafe

> Steering group collect copies of actual news stories

> ProQuest media database search

> Affiliate organisation membership data

5 Transformative
> Solutions are found to local and regional problems relating to CC and BDL

> New organisations take over from the NP and lead on awareness raising and solution focused support

> **Nature is celebrated and valued**

> **Local pride and involvement in nature is increased**

Indicators

>

Data

>

>

Conditions

1 Immediate
> Event venue is accessible to local community (bus, walking, car park etc)

> Event takes place at a time that when community members are available (consider work hours etc)

> Community members accept the invitation to attend

> Venue has adequate accessibility

> Community is notified of the event

> Venue has adequate resources and refreshments

> Event is well facilitated

2 Potential
> Event is well facilitated

> World cafe is resourced with sufficient paper/pens, feedback cards

> Time is allowed for post-session interviews

> Consent is granted for feedback, post-session interviews, posting to social media etc

3 Applied
> TVNP provides forums for people to connect and dievelop ideas eg local community knowledge sharing events, talks, world cafe etc

>

4 Realized
> NP supports the development of new organisations, welcomes new affiliates and facilitates inter-group collaboration

> community groups evolve and sustain the support offered by the TVNP to develop this work

>

5 Transformative
>

>

>

6 Enabling

1 Immediate
> Research and book suitable venue

> Understand problems faced by communities with relation to CC and BDL and craft invitation accordingly

> Ascertain needs of participants and resource the event accordingly

> Book an experienced facilitator

> Ascertain whether travel/cover for event would be a barrier and offer funding or funding guidance accordingly

> Create and deliver high quality marketing materials

2 Potential
> Book and experienced facilitator

> Request resource list from facilitator and resource accordingly

> Book a (video) interviewer

> Research necessary consent and send this out to community groups pre-session

3 Applied
> NP manager and consultant collates host notes from the cafe and circulates.

> Create post-session support pack to help community members to understand how to support community members to put what they learnt into practice

> Create engagement pack for affiliate organisations to help them to understand how to engage the community more effectively

> Research notes from world cafe to understand the domain for the next event. Craft invitation and marketing materials accordingly

> Np Manager has time allowed for visiting communities post-session

4 Realized
> Invitation session run by NLP for potential new groups

> NLP works with community groups to understand what members need to sustain support. NLP finds practical way to support this.

> NLP Manager and steering group liase with local and national media

5 Transformative
> A holiday for the NLP staff and steering group

>

>

Social learning value for steering group members

		7 Strategic				
		> Improve conversations with and between NLP, Steering Group, affiliate organisations, media, council etc				
Constituents	**0 Activities**	**1 Immediate**	**2 Potential**	**3 Applied**	**4 Realized**	**5 Transformative**
		Aspirations/Achievements - Indicators/Data				
Steering Group Members	*World Cafe*	> Interesting > Fascinating > Great learning experience > Rapport > >	**Indicators** > Post-session feedback > Emerging themes during world cafe > Post session interviews > In-session facilitator observation > Post event feedback **Data** > Feedback postcards > Host notes > Video interviews with participants > Post-session facilitator notes > Online/Emailed post-session evaluation (Survey Monkey etc)	> New knowledge about causes of climate change and biodiversity loss > New knowledge about local, regional and global impact of climate change and biodiversity loss > New connections with local people who share concerns about impact, particularly those at 'bottom' of hierarchy. > Higher awareness of the Nature Partnership and it's role (and potential role) in supporting people affected by climate change and biodiversity loss > New connections with fellow steering group members > New connections with members of affiliate organisations > New ideas and strategies about how to collaborate with affiliate organisations to respond to specific problems caused by climate change and biodiversity loss > New ideas and strategies about how to collaborate steering group members in order to respond to specific problems caused by climate change and biodiversity loss.	**Indicators** > Post session feedback > Emerging themes during world cafe > Post session interviews > In-session facilitator observation > Post event/session feedback from other constituents **Data** > Feedback postcards > Host notes > Video interviews with participants > Post-session facilitator notes > Online/Emailed post-session evaluation (Survey Monkey etc) >	> Steering group members communicate more with external organisations, community and the NP to discuss impacts and strategies relating to CC and BDL, particularly with people at the 'bottom' of hierarchy. > Steering group members invent new strategies to respond to impacts of CC and BDL > Steering group members collaborate in approaching regional and national bodies to champion Tees Valley environment > Same steering group members attend the next NP learning event and bring more students with them > Students set up or join environmental groups	**Indicators** > Post-session feedback > New conversations witnessed directly with the NP > Feedback from the steering group > informal feedback from NP affiliated organisations **Data** > Online/Emailed post-session evaluation (Survey Monkey etc) > Online/Emailed 1 month post-session evaluation (Survey Monkey etc) > Post-session feedback from NP Manager and Steering group > Post session feedback for after visits to schools by NP Manager	> TVNP is well resourced > **More unified voice to influence and champion the environment of Tees Valley to local decision makers and regional and national bodies.** > **Exemplar Local Nature Partnership facilitating communication and action working from bottom up and top down** > **New skills that directly impact upon work in own context and within context of the nature partnership**	**Indicators** > New organisations join the NP > Qualitative feedback from affiliate organisations > Quantitive feedback from all participants from original World Cafe > Increased membership in affiliate organisations > More media coverage of NP and affiliate organisations **Data** > NP registration data > Post session feedback for after visits to schools by NP Manager > Online 6 month survey of all participants in original World Cafe > Steering group collect copies of actual news stories > ProQuest media database search > Affiliate organisation membership data	> Solutions are found to local and regional problems relating to CC and BDL > New organisations take over from the NP and lead on awareness raising and solution focused support > **Nature is celebrated and valued** > **Local pride and involvement in nature is increased** > **TVNP is the go-to hub on nature and the environment in the Tees Valley**	**Indicators** >> >**Data** >> >>
Conditions		> Event venue is accessible to local community (bus, walking, car park etc) > Event takes place at a time that when community members are available (consider work hours etc) > Community members accept the invitation to attend > Venue has adequate accessibility > Community is notified of the event > Venue has adequate resources and refreshments > Event is well facilitated		> Event is well facilitated > World cafe is resourced with sufficient paper/pens, feedback cards > Time is allowed for post-session interviews > Consent is granted for feedback, post-session interviews, posting to social media etc		> TVNP provides forums for people to connect and develop ideas eg local community knowledge sharing events, talks, world cafe etc > TVNP manager arranges conference calls, meetings with regional bodies > TVNP manager collates resources that can support the championing of the Tees Valley environment.	> NP supports the development of new organisations, welcomes new affiliates and facilitates inter-group collaboration > community groups evolve and sustain the support offered by the TVNP to develop this work >	>> >>
6 Enabling		> Research and book suitable venue > Understand problems faced by communities with relation to CC and BDL and craft invitation accordingly > Ascertain needs of participants and resource the event accordingly > Book an experienced facilitator > Ascertain whether travel/cover for event would be a barrier and offer funding or funding guidance accordingly > Create and deliver high quality marketing materials		> Book and experienced facilitator > Request resource list from facilitator and resource accordingly > Book a (video) interviewer > Research necessary consent and send this out to community groups pre-session		> NP manager and consultant collates host notes from the cafe and circulates. > Create post-session support pack to help community members to understand how to support community members to put what they learnt into practice > Create engagement pack for affiliate organisations to help them to understand how to engage the community more effectively > Research notes from world cafe to understand the domain for the next event. Craft invitation and marketing materials accordingly > Np Manager has time allowed for visiting communities post-session	> Invitation session run by NLP for potential new groups > NLP works with community groups to understand what members need to sustain support. NLP finds practical way to support this. > NLP Manager and steering group liase with local and national media	> A holiday for the NLP staff and steering group >>

Initial training social learning value for steering group members

Constituents	0 Activities	7 Strategic									
		> Improve conversations with and between NLP, Steering Group, affiliate organisations, media, council etc									

Constituents	0 Activities	1 Immediate		2 Potential		3 Applied		4 Realized		5 Transformative	
		Aspirations/Achievements - Indicators/Data									
Steering Group Members	*Initial training World Cafe for steering group members only*	> Interesting > Fascinating > Great learning experience > Rapport > >	**Indicators** > Post session feedback > Emerging themes during world cafe > In-session facilitator observation > Post event feedback **Data** > Feedback postcards > Host notes > Post-session facilitator notes > Online/Emailed post-session evaluation (Survey Monkey etc)	> New knowledge about social learning and communities of practice > New connections with steering group members > Understanding of challenges faced by other members > New management ideas > New strategies for collaborating with steering group members > New understanding of how to work from 'top-down' and 'bottom-up'	**Indicators** > Post session feedback > Emerging themes during world cafe > Post session interviews > In-session facilitator observation > Post event/session feedback from other constituents **Data** > Feedback postcards > Host notes > Post-session facilitator notes > Online/Emailed post-session evaluation (Survey Monkey etc) >	> New collaboration between steering group members > Steering group members invent new strategies to respond to impacts of CC and BDL > Steering group members applies social learning theory in own context > Steering group attend Kickstart World Cafe to meet with people at at all level of hierarchy	**Indicators** > Post-session feedback > Feedback from the steering group **Data** > Online/Emailed post-session evaluation (Survey Monkey etc) > Online/Emailed 1 month post-session evaluation (Survey Monkey etc) > Post-session feedback from NP Manager and Steering group > Post session feedback for after visits to schools by NP Manager	> TVNP is well resourced **> More unified voice to influence and champion the environment of Tees Valley to local decision makers and regional and national bodies.** **> Exemplar Local Nature Partnership facilitating communication and action working from bottom up and top down** **> New skills that directly impact upon work in own context and within context of the nature partnership**	**Indicators** > New organisations join the NP > Qualitative feedback from affiliate organisations > Quantitive feedback from all participants from original World Cafe > Increased membership in affiliate organisations > More media coverage of NP and affiliate organisations **Data** > NP registration data > Post session feedback for after visits to schools by NP Manager > Online 6 month survey of all participants in original World Cafe > Steering group collect copies of actual news stories > ProQuest media database search > Affiliate organisation membership data	> Solutions are found to local and regional problems relating to CC and BDL > New organisations take over from the NP and lead on awareness raising and solution focused support **> Nature is celebrated and valued** **> Local pride and involvement in nature is increased** **> TVNP is the go-to hub on nature and the environment in the Tees Valley**	**Indicators** > > **Data** > > >
Conditions		> Steering group accept the proposal > Venue has adequate resources and refreshments > Event is well facilitated		> Event is well facilitated > World cafe is resourced with sufficient paper/pens, feedback cards > Consent is granted for feedback, posting to social media etc		> TVNP provides forums for people to connect and develop ideas eg local community knowledge sharing events, talks, world cafe etc > TVNP manager arranges conference calls, meetings with regional bodies > TVNP manager collates resources that can support the championing of the Tees Valley environment.		> NP supports the development of new organisations, welcomes new affiliates and facilitates inter-group collaboration > community groups evolve and sustain the support offered by the TVNP to develop this work >		> > >	
6 Enabling		> Research and book suitable venue > Make a good proposal > Ascertain needs of participants and resource the event accordingly > Book an experienced facilitator > Hold event at time when members of steering group are available.		> Book an experienced facilitator > Request resource list from facilitator and resource accordingly > Research necessary consent and send this out to community groups pre-session		> NP manager and consultant collates host notes from the cafe and circulates. > Create post-session support pack to help community members to understand how to support community members to put what they learnt into practice > Create engagement pack for affiliate organisations to help them to understand how to engage the community more effectively > Research notes from world cafe to understand the domain for the next event. Craft invitation and marketing materials accordingly > Np Manager has time allowed for visiting communities post-session		> Invitation session run by NLP for potential new groups > NLP works with community groups to understand what members need to sustain support. NLP finds practical way to support this. > NLP Manager and steering group liase with local and national media		> A holiday for the NLP staff and steering group > >	