EKCO WORKSHOP

15–17 OF APRIL 2024

VIENNA AND LINZ

Front page photo by Synnøve Eikeland

DAY 1, 15/04/24 – VIENNA UNIVERSITY

Present: Inga Kjerstin Birkedal, David Thore Gravesen, Silje Eikanger Kvalø, Regula Spirig, Synnøve Eikeland, Kari Stamland Gusfre, Louise Krobak Jensen, Marie Karlsson, Patricia Schuler Braunschweig, Lea Ringskou, Helene Elvstrand, Bettina Krepper, Gunn Helen Ofstad, James Loparics, Tim Levang, Erlend Aano, Kirsti Thisland

In this report we have documented all the activities from our workshop in Austria. During group work, one group was followed throughout the seminar to provide an insight into an example of the progression of the group discussions. Group discussions are documented with keywords and bullet points.

Presentations are uploaded in the document bank in Teams and can be found there for later reference.

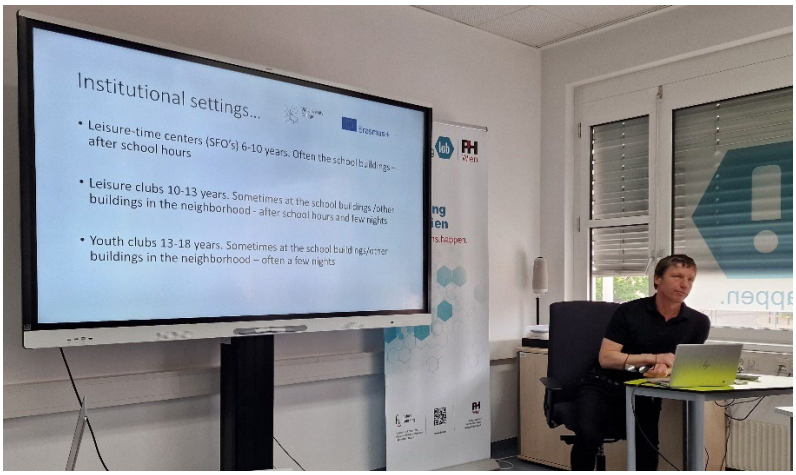
0815 – Departure from hotel to Vienna University of Teacher Education

0900 – James and Gunn opening the seminar, presenting the program for the day

Introduction of the background for the project and the collaboration between partners. Main goal of project: increase the quality of extended education and develop best practices and exchange them across borders.

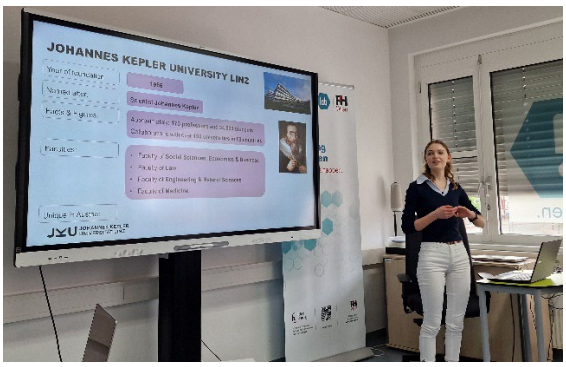
Presentation of the work packages.

0915 – Presentation by Denmark "School and after school pedagogy in Denmark", by David



0930 – Presentation by University College of Teacher education Vienna by Katharina Krämer, BA BEd MA

/ Johannes Kepler University Linz by Bettina Kreppler

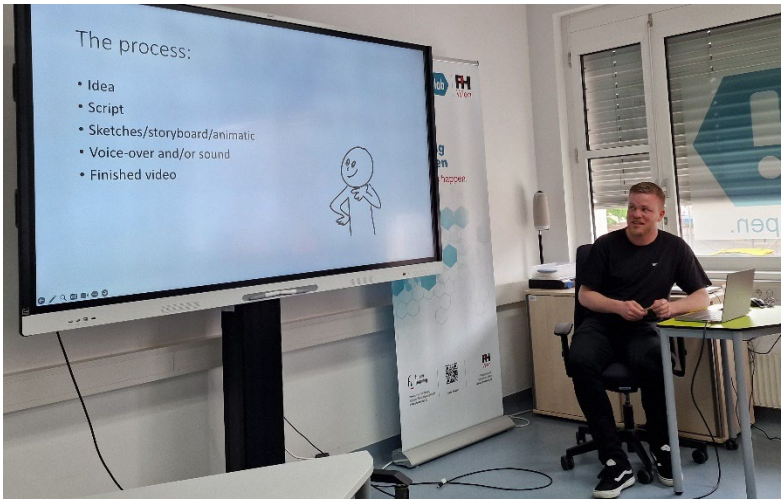


0950 – Presentation by Norway / Silje and Synnøve – The Norwegian Context

10:00 – Break

10.25 – Presentation by James and Bettina – literature review by Bettina. 19 documents are uploaded to Teams from the partners. We run through them country by country.

10.40 – Visual Presentation by Tim – How do we work when we make animations in this project?

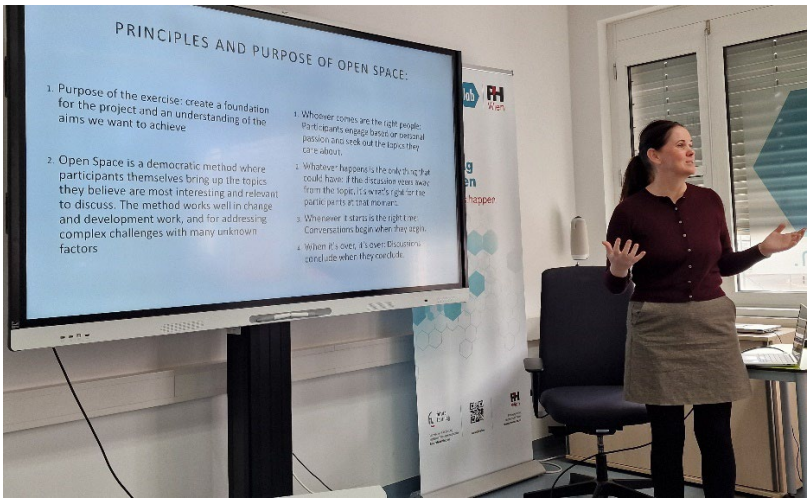


Group discussion highlights: *animation is a good way to show children's point of view without using actual children on screen. *Characters can be reused. *We must consider who the audience for each animation is. Different kinds of videos for different kinds of audiences. *A good way to show more "boring" documents (ref. PIRLS-video by Tim https://youtu.be/TkJREEqHDbA-). *Videos can be shared on social media after they have been published on the EKCO-platform.

11.00 – Quick presentation of all participants' names around the room

11.05 – Break

11.10 – Group Work – Open Space method / Introduction by Gunn and Erlend



Participants are divided in three groups with one group leader in each group. In this report I have followed the work of group 1. Group leaders are: Synnøve, Silje and Inga Kjerstin

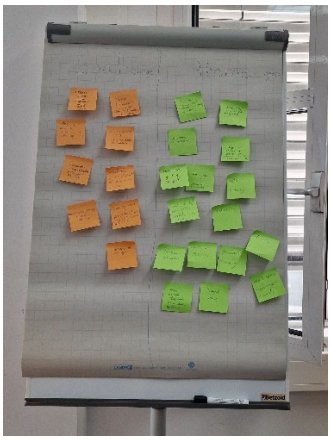
Group 1: Synnøve, Kari, David, Bettina, Regula, Kirsti

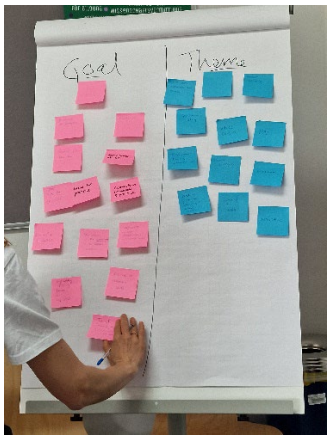
Group 2: Silje, Gunn, Patricia, Marie, Louise

Group 3: Inga Kjerstin, Tim, Helene, James, Lea

Task 1: *Write all your ideas for goals and themes in the project on sticky notes.*

Erlend emphasizes that there are no wrong answers here, every idea is equally valuable.





Discussion about what ideas belong together, group them on the poster and decide on importance.

Are there any goals and themes that the group agrees on? No limits to how many, no right answers.

Examples of goals: *Inclusion *involvement *to learn something * to gain scientific insight * the importance of EE.

Examples of themes: * Responsibilities/methods *freedom/control *play *prevent bullying *political (cost, professional language etc)

> ***Task 2****: Each group present in short for everyone their group goals and themes and define the most important ones.*

If anyone finds that one of the other groups have goals that interest you more than your own group´s goals, we switch groups after lunch.

Some of the goals mentioned from the various groups:

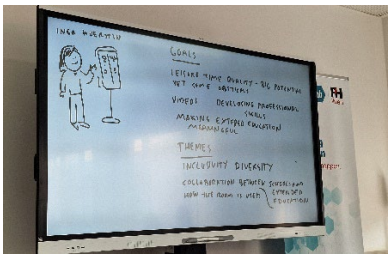
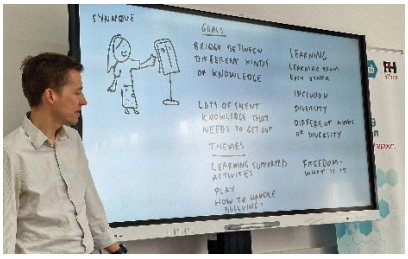
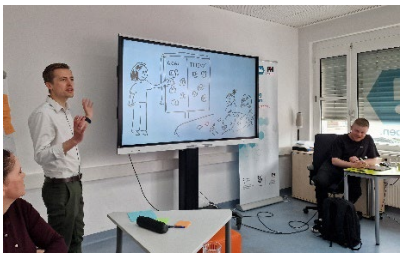
- professional development
- education of educare
- content in the SFO / knowledge of it
- good ideas for practice
- find out what is the knowledge and how can we find the different layers and bridge between knowledge areas, silent knowledge must be put into words and get included in the extended education system
- learning from each other; child-child, teacher-child etc.
- involvement of children and children's needs
- inclusion/diversity, how to define it, different kinds of diversity, belonging for everyone
- how to work with inclusion/diversity in extended education
- leisure pedagogic that is meaningful for children
- make it more explicit and clearer through videos
- make the quality of it more explicit
- obstacles when we want to define it in relation to school
- exchange of knowledge
- comparative research practice to strengthen the field. Two levels, one overall level research based, one practice based, but also combine the two

Some of the themes mentioned by the various groups:

- play
- inclusive play
- child perspectives and teachers' perspective and difference between countries
- activities, how are activities translated into documents?
- learning approaches
- learning environments
- scientific insights
- how to combine child centered play with adult control – what is learning and knowledge?
- adult control vs freedom, how to balance it and include it in extended education
- play, how to plan for spontaneous play?
- bullying
- inclusiveness
- diversity
- leisure time
- democratic learning
- critical thinking
- participation
- play, free play vs structured activities
- school-SFO-Collaboration
- using spaceroom for concept
- sustainability

12.00 – Lunch

13.00 – Erlend and Tim open the next part of the workshop and sum up the progress so far onscreen.

Regrouping

Task 3: *Discussions in groups – define 3 main goals for each group*

Examples of topics discussed in group 1 (Synnøve): *Language and passive knowledge *lack of professional knowledge *Parameters, children's perspective – can we align it? *How can we ground the silent knowledge? *Pedagogical tact. *Do we agree on what is meaningful leisure? *We need to develop quality, but we need to define what that is before we can develop it; What is good quality in the relation between adult and child, and between children.

13.35 – One-minute sum-up from each group, everyone presents their main goals

Main goals from group 1:

1. Main goal is creating knowledge. Politicians also need knowledge about how important extended education is for children. Creating awareness. Before we can strengthen importance of EE, we need to make the silent knowledge explicit. What does learning mean? Development and learning must be driven or viewed by the children to really get their view and not ours. Mix of offering them a safe space/room and introducing methods of involving them more. How do they participate in different ways?
   <u>Creating knowledge about the content of learning in EE and making it a priority</u>
2. Cooperation on all levels
3. Focus on the individual child's perspective and inclusion

Main goals from group 2:

1: EE meaningful for children

2: Define and visualize EE

3: Practice and research together

Main goals from group 3:

1. What is going on in SFO, best practices, different levels, who has the power to decide, include children's and researchers and practitioners' perspective + framework

Task 4: *Turn each point into a question.*

Discuss in the group how to phrase the best question.

Examples of discussion points from group 1:

*What is meaningful leisure to children? *What content should we offer in EE that children perceive as meaningful? *How to ground SFO pedagogy? *How can we create knowledge about the core content of EE?* What is the X-factor of knowledge in EE? *How can we create an EE environment that is meaningful to all of us? *Who are the main actors in EE and how can they cooperate with each other?

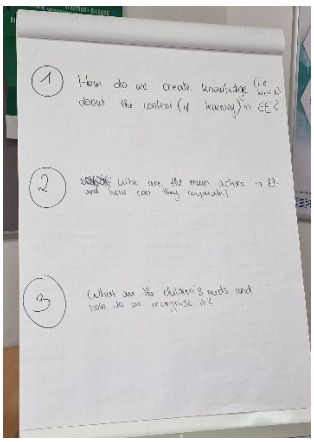
Agreeing on a question for each goal:

Synnøve:

1: How do we create knowledge (i.e. tacit knowledge) about the content of learning in EE?

2: Who are the main actors in EE and how can they cooperate?

3: What are the children´s need and how do we recognize it?

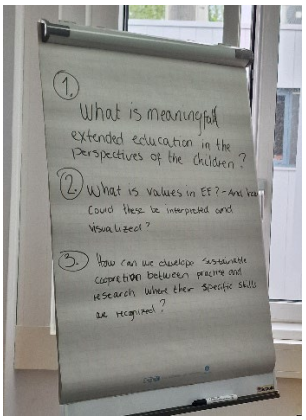


Inga Kjerstin:

1: What is meaningful extended education in the perspective of the children?

2: What is values in EE? And how could these be interpreted and visualized?

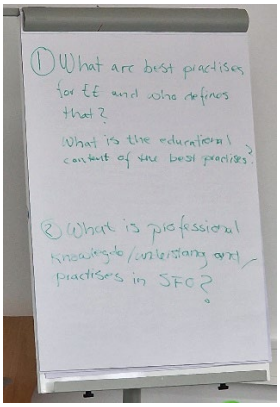
3: How can we develop sustainable cooperation between practice and research where their specific skills are recognized?



Silje:

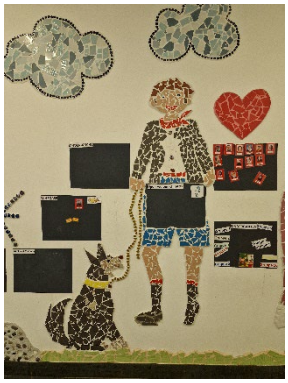
1: What are best practices for EE and who defines that? What is the educational content of the best practices?

2: What is professional knowledge/understanding and practices in SFO?



14:00 – School visit – we visit Primary school Campus Gertrude Fröhlich-Sandner (https://www.campusgfs.at).

We were welcomed by headmaster Dipl. Päd. Natalie Sverak and Martina Rentenberger. We were divided into groups of 3–4 and guided around the school by groups of kids. Examples of what we saw: The kids took us to rooms with various themes as art, music, mechanics, arts & crafts, various playrooms – some themed like fire station / office / kitchen (the interior would be changed in this room every 3 months to offer them something new), library, games, a place to prepare for speeches, drawing etc. They also had a large playground outside, and they told us about their class dog, and the turtles in school that they can feed and care for. They had a restaurant with vegetarian and non-vegetarian options.



Kid quotes:

“You can do anything in Vienna – except for robbery!”

“My school – my place! I am here to learn about things!”

“Thanks for coming to our school, I wish you all the best and goodbye!”

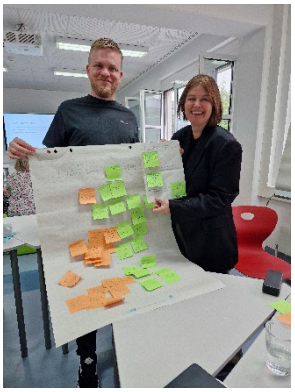
16:30 – Guided tour by James in Vienna

19:00 – Group dinner

DAY 2, 16/04/2024 – VIENNA UNIVERSITY

09:00 – Opening by James and Gunn

09:05 – Group work part 3. Look at the questions from all groups; 8 questions with some similarities. Each group will try to turn them into 3–4 research questions that we can continue working with.



Group 1 (Synnøve)

Group discussion – *difficult to define what “Best practice” is. *What is meaningful EE in the perspective of the children – include diversity. *We need to get children’s perspective and cooperate with the children. How do we get their perspective. *We should also see it as a holistic circle between children and professionals. *When groups of children go outside in nature, the inclusion perspective is very visible. They play in different constellations of kids and with different materials/items than when they are put in a room and told what to do. *Hope that this project could give more answers to what EE could or should be in our various countries. Learning from each other internationally. *Do we have a common understanding of what EE is or should be?

Our question (group 1): What is meaningful for the children and professionals in EE? But we need to include the children’s perspective and diversity.

09:25 – Plenary debate – everyone presents their questions

Group 3 (Silje):

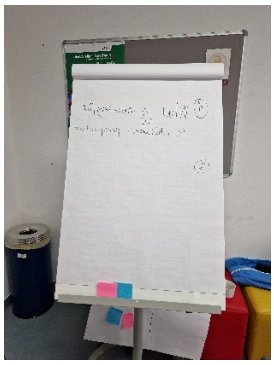
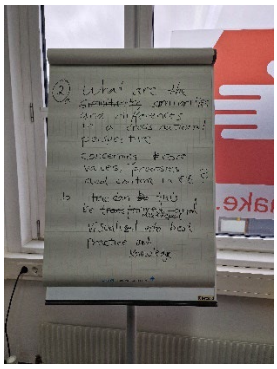
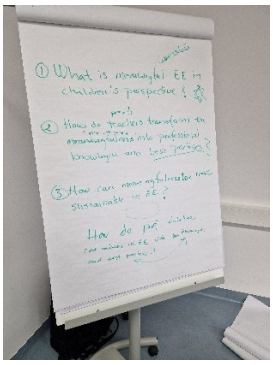
1. What is meaningful EE in the children’s perspective?
2. How do teachers transform the meaningfulness (expressed by the children) into professional knowledge and best practices?
3. How can meaningfulness be made sustainable in EE?

Group 2 (Inga Kjerstin)

1. What is meaningful extended education in the perspectives of the children?
2. What are the core values in EE? And how could these be interpreted and visualized?
3. How can we develop sustainable cooperation between practitioners and researchers where their specific skills are recognized?

Group 1 (Synnøve)

1. What is meaningful for the children and professionals in the EE?

09:40 – Short run-through of work packages by Gunn

Highlights: *The digital platform is already up and running. *We need to be able to describe what the content of extended education and the core activities are and develop best practices (wp3) *Our research questions from the group work aligns well with what we have promised to deliver. *Group work has showed us that we have a lot of common ground, but there are obvious differences between countries.

0950 – Break

10:00 – Group work. Phrase #1 in detail + work on one more question.

Discussion in group 1: What is meaningful EE in the children's perspective? → children doesn´t always have the necessary knowledge to recognize what is meaningful for them. We tend to transfer an adult perspective to the children.

Presentation of each group's questions:

Group 2 (Inga Kjerstin): A: What are the similarities and differences in a cross-national perspective concerning core values, processes, and content in EE? And B: How can this be developed and visualized into best practice and knowledge?

Group 3 (Silje): How do professionals develop core values in EE to best practice and knowledge?

Group 1 (Synnøve): we have discussed the word “meaningful” in question 1.

Group discussion will continue this afternoon.

1045 – Schools in EKCO, information by Gunn, progress in each country – minutes below

Local adjustments for the schools in each country. We will produce an informational document. We did not include practitioners at this workshop, because we need to have these group discussions that we are having now.

Norway: Have established contact with the field of practice. We are now looking at what EE-schools we should include. Have not landed on any specific school yet, hope to be ready before summer.

Denmark: Like Norway. We have some schools in mind but must check the regulations.

Sweden: The same, but difficult for us to understand the role of the schools. We need to know what we decide; If the schools interact and they have different conditions, it could be a problem. What should the schools contribute? How many schools from each country? Do they get money to contribute?

Austria: We are working with the school we visited yesterday, amazing pedagogues and good at what they are doing. We told them that we want to learn the best practices from them, that is how they accepted. We said that together we will make them visible and find the language/script we need for the last part/animations. They struggle to find a language to describe the best practices. We need a final approval from the top, but it should not be a problem. Agreement is that we should cover the cost for the travel, and they want to visit a school in every country. We do not pay for working hours, but for their travel.

Switzerland: Contract with inner city school, all day school, contract with educational authorities, they receive the money and will give it to the school. Meeting after Linz when they expect to get a schedule of their deliveries. Will there be a stable team within the project? Planning a meeting in Switzerland after the project when we do the final conference. I am pressured, after Linz I have to contact the schools with timelines and detailed information.

Switzerland, Austria and Denmark have 1 school each. The number of schools from Sweden and Norway has not been determined.

Schools are not partners, so they do not get paid.

Budget: Gunn explains the travel budget. Each partner decides how to use their travel budget, and if they want to cover travels for their practitioners. Within each work package you can transfer money. But you cannot cross-transfer between work packages. You can use these money for your practitioners if you want them to travel.

We should make sure that the same teachers travel each time (until the last conference). Difficult if you change people every time we meet. A lot of work to get a close relation with practitioners.

Recommended to use one school to keep it “small and beautiful”.

The application states 10 practitioners. This can be adjusted. Circumstances have changed after Covid19 – the field of practice is tired and have a 30% sick leave in Norway.

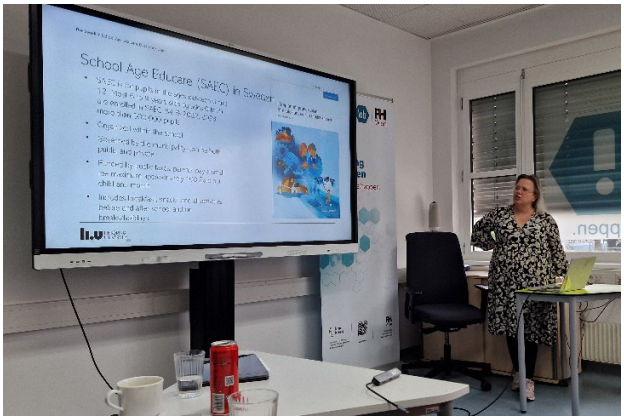
We should have a meeting with practitioners before summer.

Need for a timeline. We need to have the practitioners with us for the workshops in Denmark and Sweden. Test of observation form must be done in the field of practice. David made a short suggestion for timeline and will consult with Gunn about it.

1110 – Break

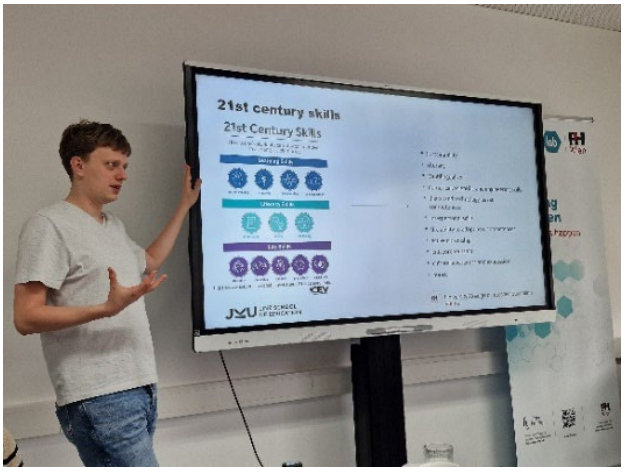
1115 – Presentation by Switzerland / Patricia & Regula – All-day schools in German speaking Switzerland by zhaw/phzh

1125 – Presentation by Sweden / Helene – School-age educare in Sweden – Linköping University

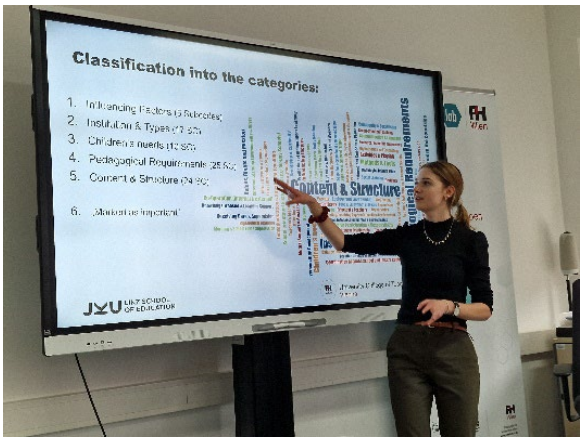


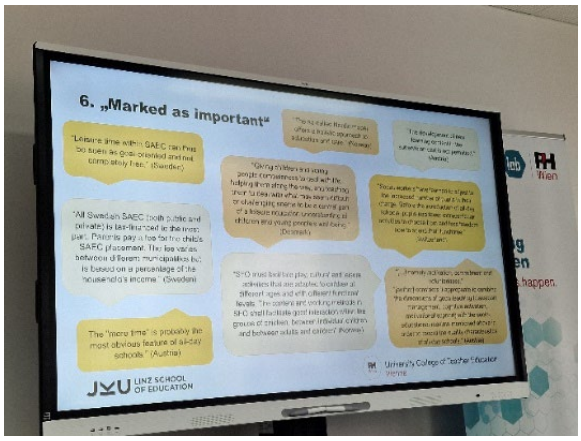
11:45 – Lunch

13:00 – Presentation by Austria / James – WP2 – mapping 21st century skills and literature review, University College of Teacher Education, Vienna



13:15 – Presentation by Austria / Bettina – Results of the qualitative content analysis, Linz School of Education (JKU)





13:40 – Discussion – highlights below

- Content analysis, how does it work? Bettina explains: read through everything, deductive qualitative analysis, Build categories, program helps to sort it out, electronic highlighting
- Loads of ideas in Bettina's material for further work in this project.
- Most of the words in the word clouds are structural. Also, a lot of our discussions are on the structural, not the pedagogical side.
- Document analysis depends on the type of the document you deliver. In Norway we only have structural documents. Interesting that everyone uploaded structural documents.
- Denmark: unsure about what sort of documents we were supposed to upload. This is only 4 documents from each country – there must exist other types of documents as well.
- When you talk about steering documents, in Denmark that is the one thing we don´t have. We have 5 sentences hidden away somewhere, we are debating that we need steering documents for this area, so we have a lot of content, but no structure.
- Sweden: picked a research article that did not have me as an author. There are many research articles to choose from.
- James: We asked you to upload what you thought were important documents, and you all picked the structural documents. We have one scientific one, one from the government and two from the practice. I thought this is important for me as the expert here. Method: You choose what is important for the group, and we have mapped what the experts from all our countries found important.
- This highlights the importance of why we are using practitioners to work with. It is healthy for us to see how we view this! Very important work.
- Would be interesting to do this analysis nationally, separate the countries from each other.
- It shows us that there is no theory of EE. The function of school has been defined, is the function of EE similar? What is it? You have the children (actors), the professionals (other actors), the frames (structure).
- We struggled all morning, and this tells us that we struggle a lot because it is an empty framework of structure.

- It would be interesting to do the same thing in a couple of years and see if we come up with a stronger identity of what the EE is.


1350 – Break

1400 – Country groups – to what extent are 21st century skills reflected in our documents? Highlights from Norwegian discussion below:

EU has defined skills that make you a good citizen who can contribute positively to the society, be included, and have the opportunities to develop your skills. There is also an economical factor.

The Norwegian framework is a debate about two different perspectives: The learning perspective and the free childhood perspective.

The here and now-perspective is very important. We cannot only think 50 years into the future. If everything focuses on skills that make you able to compete in a market, what do we miss in the here and now-perspective?

The framework has the EE-perspective, it states what the staff must, can and should do. The child's perspective is not as strong in those documents, it focuses on the adult role.

Still, point 3.2 in the framework is "Play". That is an important mean to achieve the skills needed. It is a part of the content of EE, and a part of the core values. The self-value of childhood is a core value.

Play is so important in Norway that it is stated in the EE framework. Activities are more targetet than play. Should you separate the two at all? Play is a concept with many interpretations. And does everything have to be play?

14:30 – Mix groups and discuss between countries / Exchange about 21st century skills

Discussion group: N, DK, Switzerland, Sweden, Austria – Highlights below:

- Norway: We see a lot of connections to the skills, but we need to talk more about how we understand the concepts and how it can be made explicit for the practice in the field. We find a lot of these terms in the framework plan but need to be more explicit to link it to practice.
  "Play" is part of our framework, but maybe we take it for granted? It might not be highlighted enough. It has its own section, but what is it? It is not defined what it is for the children. Is it a 20 min organized play? Or is it the entire days activities that are "play"? It is vague in the framework.
  A lot of the other terms are probably mentioned and linked to each other.
- Denmark: We talk with the practitioners when we teach them, we talk about the children's UN convention. It is in line with how they are supposed to work with children's self-determination. Democracy is written in to the laws of DK, when the children attend EE, how can we act in a democratic way. Life skills are very obvious in a Danish context. Technology and media are kind of banned in the society instead of looking at the opportunities, what about VR; teaching them to f.ex. code. Many practitioners haven´t lived in an age with access to media and technology.
  The play-office in the school we visited had a computer where they could pretend to work in an office, but were not allowed to turn it on. Why not? Teach them how. They could use the computer for other things than gaming. Like animation etc.
- Sweden: We see the 21st century skills in our curriculum. Not sure that everyone read the first page of our curriculum – this tells you about the value basis and the purpose of the content. Often you skip the first page and go directly to the part that is relevant for you. And we also discussed technology, we have it in our curriculum, but now they want to restrict it again. We had programming and digital art etc., but now it's probably removed again.
- Switzerland: We had a short discussion. There is nothing about content in Switzerland. Our guidelines are not there. The school curriculum is there, but not the EE. Some organizations now think about using the school curriculum for EE to get some competences there.
- Sweden: had their own EE curriculum in 2016.
- Austria: The term freedom comes often when we think about EE. In 20-40 years, there won´t be any freedom if we don´t change something now. We need to define freedom.
- Denmark: Children won´t say that they are "free from school" in EE, but that it is "different".
- Austria: It should be different than school – but aren´t we reproducing the picture of what the school is? I question the whole system. It is the same child in school and in EE. We reproduce the school system a bit, is this good for the child?
- Swedish schools aren´t that schoolish any longer. It is very important that we have some institutional visits in each country. Children never play EE; but they do play school.

15:00 – Departure for Linz

DAY 3, 17/04/2024 – LINZ UNIVERSITY

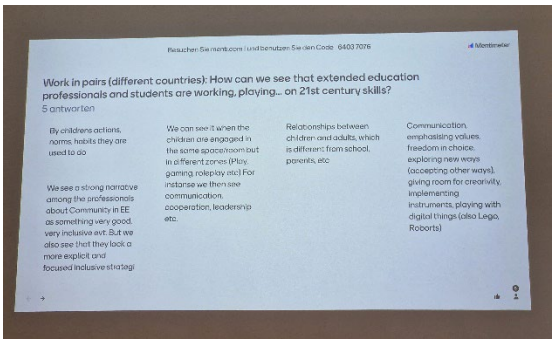
09:10 – Opening by James. We are welcomed to the Linz School of Education by Univ.-Prof. Dr. Christoph Helm, (Head of Department of Educational Research/Chair of Education). He talks about 21st century skills and recommends the museum of modern art in campus. He mentions the 80ies animated TV-show "Es war einmal ein Mensch" https://www.youtube.com/watch?v=dfnLa4B-Pbg . In the show they mention a lot of challenges humans face. It is interesting how many of the challenges mentioned then are the same today.

09:20 – James sums up yesterday's work briefly.

09:25 – Gunn informs us about some of the tasks for everyone, project goals etc.

09.30 – Work in pairs (different countries)/ walk and talk, mixed countries: How can we SEE that extended education professionals and students are working, playing etc. on 21st century skills (in a broader sence). Points submitted by mentimeter.

10:10 – Group gathers to discuss the results of the walk and talk.



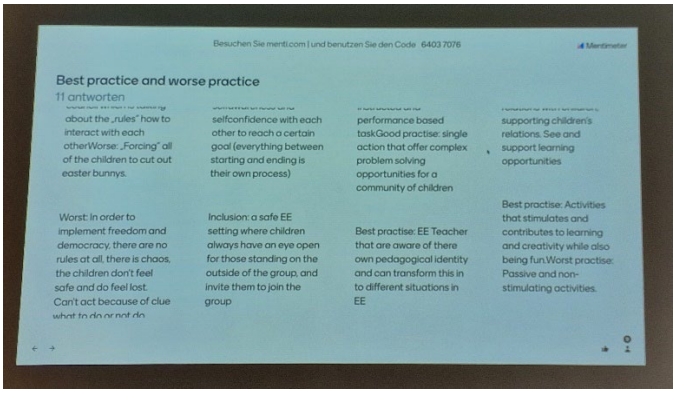
10:15 – Group work / walk and talk, new pairs: How can we make practices to promote 21st century skills visible? And what wouldn´t you see? Use examples, be concrete. Mentimeter.

10:35 – Group talk. Highlights below:

- Creativity as a goal. It is a huge concept, with different meaning. Not easy to say “How do we measure it”, we need to define what it is first. Theoretical, scientifically, child’s and layman’s idea can differ a lot.
- Might not be necessary to define it.
- How can we find our best practices when it is so difficult to have definitions of concepts. Different definitions and looks, if I talk with a professional, she says I do so many creative activities, I have copies of pictures of a cow, and I hand them out, and children can color them and choose their color. Maybe we should make a positive disturbance. We should find something and ask “How can we make it better?”. Is this creativity? How can we enhance it? Maybe you need more colors for your cow?
- When a lot of children are excluded, it is not best practice. When it is too structured by the adult, it is not best practice (BP). Maybe we should create non-criteria.
- Maybe we must be more open and go out and see what we find. We could find a situation and see how we can understand it together with the practitioner.
- There are so many 21st century skills. Does the group want to agree on 3 of them or should we look for all of them.
- And what about learning, independence, play, core values? Do we want to apply them? How many? Should it be harmonized?
- Should all the countries do whatever they want and have something in common on top of that?

- Agree on one, like creativity, and then each country could choose two best practices that are important in their country. So that we have something in common, and also some country specific developments and learn from each other. Valuable input!
- Some core values must be part of this, we are still searching for common ground and maybe to come to some certainty of what is – how can we recognize good practices?
- A lot of structure in the documents. But what about the pedagogics?
- We have a framework with 21st skills that are important, we can work with it, national arenas have things that are important, maybe they can be harmonized. We know something about what EE is. Different amount of research in each country. In Denmark we wouldn´t start from scratch, we have research. We are setting off from different steppingstones, that should be cherished in the project and let that inspire us. Other countries can have interesting insights for us.
- **One task for everyone: Give 3 keywords for what EE is in your country. (after you come home)**
- We need to take our input from different sources.
- Climate change and social problems are changing each country now. Community is changing extremely right now. Things must change. All the keywords you mentioned are in change now. The idea of wellbeing is changing at the moment.
- Although we don´t start from scratch in Denmark, we still need to change our understanding.
- We are eager as researchers to increase and define something specific based on research primarily. If we are to invite practitioners into the project and have them take ownership, before we set too many concepts, we need to ask them! Maybe an interview in each country and institution. This is the next step. That is also a way to see similarities and differences in each country. Also ask the children.
- We are gaining input for the observational form in this workshop. After this workshop we will make the form and share it with the group.

10:50 – Everyone write down what could a Best Practice look like on each topic. Concrete. What could be examples of BP? Best practice and worse practice. Mentometer.



11:00 – Break

11:05 – Communication plan by Erlend

We want to gather your thoughts on communication. Purposes are 1: to communicate efficiently between us, and 2: to avoid misunderstandings. We come from different work cultures, different systems, we should try to avoid misunderstanding. We will make a very simple plan to define what we can expect from each other. Each country takes 5 minutes to talk about what is important for you when you communicate with other countries, what do you expect from the other countries? What is important for you in your country.

- Sweden: We would like to have folders in Teams, with good labels, that are easy to find. We would like to know things in advance to prepare. Tasks between meetings, a timeline to plan from, answers on e-mail in reasonable time, even if you don´t have an answer, give a response.
- Austria: We wish for a central communication for the project team, hosting e-mails from different email accounts, understanding of specific rules in our country, cultural differences should be remembered, nothing is done with bad intentions, the systems are different, we should never assume the worse, but the very best. If there are any tasks we must do, please send by e-mail. Teams is complicated, with a two-step login. Important info by e-mail. We cannot check teams every day for what to do, but we can upload things there.
- Switzerland: Support Austria. We would like to have all the documents from this day in Teams. Maybe we should let the other countries know when the summer holidays are? Email or Teams – if we talk on Teams, what folder are we in? General or wp? We already uploaded a list for holidays there.
- Denmark: A lot has already been said. How much time to answer an e-mail? If you cannot do it, let us know that you are on it. To know dates for online meetings in advance – more than one month ahead. We would like to know the timeline and the milestones. Put in already now for the entire project. Better to remove them again.
- Norway: Three working days to answer e-mails. At least acknowledge that you received it. Meeting plan has been a struggle – If you cannot attend, send a replacement. The person in the meeting is responsible for informing the colleague who cannot attend.

Norway will make suggestions for guidelines for communication plan.

The price level and number of attendees are different from workshop to workshop. Every country cannot pay for everyone's lunches and train tickets like Austria has done. We should all have a common understanding of this. We have a limited budget to work with.

We should all define in the program for each workshop what you each have to cover at your own expense.

We must make ourselves visible in social media, this is important in many countries. Hashtags, social media, group photo must be shared, fb-page.

11:35 – Summary by Gunn

What tasks do you all take home?

- timeline will be made and sent out
- reply to formulation of the research questions
- send in three keywords: What is typical for EE in your country (researcher perspective)
- information to schools, suggestions to be sent out and commented on – will be discussed and finished 30 of April
- we will all store our presentations in Teams

- could we make a film to explain for the children what they are to participate in? Jennifers film – instead of a letter of consent. Sweden will send out the film for inspiration.

Discussions in the project, Gunn will make a summary of debates we need to continue. Document of central discussions in the project. Important to not lose what we have done here. Documents we can use in articles.

11:45 – Finishing and group picture.

12:00 – Departure

Report (text and photos) by Kirsti Thisland, project administrator