

Minutes from Bulgaria YEP! Meeting 17th April 2008

Attendees:

Bogdana Bogdanovic – EAP (Bulgaria)
Susanna Ceccanti – EALP (Italy)
Placid Madramamy – AER (Spain)
Jan Sjokvist – ESS (Sweden)
Sara Massoli/Francesca Pignatini – AEA (Italy)
Marc Prinz – EBPB (Germany)
Rachel Close/Mike Brain – SWEA (UK)

Apologies:

Heiner Matthies – EBPB (Germany)
Dimitris Desenakis – REAC (Greece) – *in their absence from this meeting REAC have taken steps to ensure detailed information about their work package was prepared in advance for delivery at the meeting and provided a telephone contact in case of any issues.*

Work Package 1: Project Management

SWEA

Two points to make. An email was sent out around Christmas time for a brief update on progress etc. however only a few partners replied. SWEA requests that everyone replies to these emails in future. Next one will be sent out in the next month or so.

The 6 month progress report will be due shortly which should not be too onerous, but this places importance on regular contact so that SWEA can assist with the preparation of the required reports.

Action:

- **SWEA to send email requests on a two monthly basis for project updates. Next email: end May 08.**
- **All partners to respond to the two monthly emails within 1 week**
- **SWEA to produce 6 month progress report for partner input early July 08. Responses required by mid July for final report to be submitted August 08.**

Work Package 2: Local Engagement

EAP

Deliverable 2.0

Everyone has prepared their local engagement plans, many have done this in their own native language, which is fine. These plans are useful for EAP as they can take the list of the steering group members from it which will be a requirement for the 6 monthly progress report. The work plan will be a living document and will need updating regularly. It is important that these are up to date for when the progress reports are needed to be submitted.

Action:

- **All partners to deliver local engagement plan complete with Steering Group register to EAP by end of April 08.**
- **All partner to review and update the local engagement plan by end of June 08 in preparation for 6 month progress report.**

Current status of the local engagement plans for each partner:

UK: The schools participating in the project have been identified and are pretty much signed up. Our problem has been in recruiting the businesses. The steering committee is established, but this will grow throughout the project as it will ultimately include teachers and pupils. There will not be just the same one teacher attending every meeting. The teachers signed up to the steering committee will attend in turn, and the venues will be held at the schools where the teacher is representing. The school energy management team (WP4) will work directly with the energy agency, and it is the responsibility of the energy management team to disseminate the discussions from the meetings to the rest of the pupils.

Bulgaria: Schools have been signed up as have some businesses. There are connections in the national building construction so this will be used to identify further businesses for participation. The dates for the steering group have not yet been agreed, but the venue will be in Sofia as this is more central for the participants.

Italy EALP: The teachers will decide on the appropriate pupils to participate. There will be a total of 30 pupils involved in the project. It is likely that the pupils will attend businesses in small groups. Susanna needs to meet with the education authority to decide on the schools that they want to have participating in the project. There are some people signed up to the steering committee, but no schools as they have not yet been recruited.

Italy AEA: So far only 1 school has confirmed participation in the project. There is a school that trains pupils in the field of engineering. The manager of the schools has been asked to identify contacts in businesses that they are already associated with so that the energy team can attend the workplaces. The educational authorities have been asked to join the steering group so as to also assist with data collection about schools energy consumption.

Germany: Will create an energy team that will not be formed from just one class. There are 2 schools that are interested in joining the programme. There are also 5 other schools that have been involved in other projects that may also be interested in participation. Once the schools have been identified it should then be easier to identify the businesses. The steering committee is presently being developed. It is difficult to get people to commit due to time restrictions. The education authority has been invited as has a local business. It is anticipated that the schools will attend the steering group meeting in turn.

Spain: The schools (once selected) will need to decide on the pupils/classes that will participate. They hope to have schools confirmed in the next month or so. AER intends to use the buildings of municipalities as workplaces for the pupils.

Sweden: The schools in Sweden normally have very good contacts with local businesses. So they do not anticipate any problems with this aspect of work. It is unlikely that the whole class involved in the project will attend business visits. This will be predominantly for the energy management team, although the members of this team may change in order to give everyone a chance to get involved.

Additional Note:

The contact says that there will be 5 classes from the initial 9 partners, however there are now only 8 participants, so what do people propose? If each partner can make every effort to work with 2 classes within at least 1 of their schools then we will have no problems with meeting the target.

Action:

- **All partners to ensure that at least 1 of the 5 schools selected provide 2 classes for participation in the project.**

Three agencies: EALP; AER & ESS have agreed in the contract that they were going to promote the project through an event. EALP do not want to hold an event now as it does not seem appropriate. It would be better in their opinion to focus the conferences on the dissemination. AER have not made much progress on this. There might be an opportunity to do something with the 8 schools that have been identified, but they have not developed this much.

Action:

- **The contract states that 3 events must be held (one by each of EALP, AER & ESS) as additional funding has been provided specifically for this purpose (see page 20 of contract). A plan must be developed, or a very good alternative must be suggested in time for the 6 month meeting.**
ESS has an opportunity to work with the science centres that have been engaged with the project and an event will be arranged in the future.
- **Every partner must hold a launch event that will involve that participants before the end of 2008.**

Deliverable 2.3

EAP have produced an agreement template for both the schools and businesses to sign. This should be treated as a guide for the content of your local agreements.

- There will be separate agreements with schools and businesses but both types of agreement should be available for all participants so that they can be assured of the quality of commitment from those they will be engaging with.
- These agreements need to be produced in your native language
- These agreements will state the requirements for each participating body (energy agency, schools and business).

Significantly, agreements should include reference as a minimum to the following points:

School Agreement

The Energy Agency:

- Will provide a named contact responsible for co-ordinating the work between schools and workplaces
- Will freely provide all educational tools and resources for implementing the work
- Will work with the school to establish a mutually agreed plan for implementation of the student work during the academic year of MONTH 08 – MONTH 09
- Will provide free technical and educational advice and support for the running of the programme and creation of a school energy management team
- Support in the delivery of an energy survey and the development of the associated recommendations
- Will facilitate the relationship with local workplaces and the school to provide work placements for the School Energy Management Team (SEMT) which will be covered by a similar agreement, details of which can be seen (workplace agreements to be annexed to this)

- Will promote the school through its participation in the project and the dissemination activities
- Will provide recognition of the students' achievements through certificates for every student participant.
- Will provide the school with a full evaluation of the final project activity that will give information about the impact of the project on energy savings and the development of pupil awareness about energy issues.

The school:

- Will co-operate in the planning of the project work to be fully integrated into the new school year and ensure that it can be implemented.
- Will identify suitable student groups to work with. They must be:
 - Aged between 14 and 18 years old
 - Of at least average ability (science, literacy, numeracy)
 - Willing and committed to the YEP! project work
 - Suitable for representing their school in places of work
- Will co-operate in providing the information necessary for project evaluation (questionnaire based survey, feedback on project experiences).
- Will seek permission for photographic evidence and student work to be used in general project dissemination activity
- Will provide energy consumption data for the school for at least one year prior to the project action
- Will undertake the usual measures for preparing students for work placements with regards to health, safety and appropriate behaviour and maintain responsibility for their students in these matters.

Workplace Agreement

The Agency:

- Will provide a named contact responsible for co-ordinating the work between workplaces and schools
- Will work with the workplaces to establish a mutually agreed plan for implementation of the student work during the academic year of MONTH 08 – MONTH 09
- Will provide free technical advice and support for the running of the programme
- Support in the delivery of an energy survey and the development of the associated recommendations
- Will facilitate the relationship with local workplaces and the school to provide work placements for the School Energy Management Team (SEMT), details of the commitment made with schools is annexed to this.

- Will promote the workplaces through it's participation in the project and the dissemination activities
- Will provide a full evaluation of the final project activity that will give information about the impact of the project.

The workplace:

- Will provide a named contact that is responsible for co-ordinating the work within the workplace.
- Will co-operate in the planning of the project aspects that relate to the work placement and ensure that it can be implemented.
- Will co-operate in providing the information necessary for project evaluation (questionnaire based survey, feedback on project experiences)
- Will provide energy consumption data for at least one year prior to the project action
- Will take all usual health and safety precautions when dealing with the students.

Action:

- **EAP to amend the agreement templates and issue to all partners in direct reference to the above information**

Deliverable 2.2/4.1

A spreadsheet of named contacts for each participating organisation has been created for completion (Schools, Workplaces and Steering groups). EAP will send this out to everyone for completion. Amendments to this template were discussed:

This will need to include the school name, type, area (rural/urban), number of pupils directly involved and their ages, number of pupils in the school, number of people involved in the energy teams.

The spreadsheet needs to be developed to incorporate which businesses are working with which schools and the relationship the schools has with the business (how it was developed). The size of the work place also needs to be stated.

The steering committee sheet also needs to show the role of the people involved. A) their role in the steering committee, and B) their role as a professional.

Action:

- **EAP will make the changes to this spreadsheet. Needs to be done by the 6 month report, but it would be better for this to be sent out earlier so that everyone has a chance to complete it fully. Amended template to be sent to all partners by end of April 08.**

- **All partners should return template by mid-June in preparation for 6 month progress report.**
- **All partners must have a local steering committee in place, even if it is only small at first to ensure key stakeholder input and expertise into the selection of educational resources and the development of the pupil programme.**

Work Package 3: Educational Resources

EALP

Overview – EALP sent an email requesting information of tools that already exist in each country a couple of weeks ago to everyone. Some of the partners have provided feedback, some have not.

It was agreed that all partners would work to collect examples of resources that meet the criteria of the contract p.24-26.

There needs to be two types of tools

- those that are for students with guidelines for teachers on how to implement them
- those that are for teachers – explaining the relevance of the project work

Teacher Resources are about the planning of the project action and therefore need to be **considered and developed now**. SWEA suggests that an information pack is developed that accompanies the formal agreements and is shaped on the criteria for teacher resources on p25 of the contract.

There will need to be information that covers how the project will work, and the planning framework for the delivery of the tasks. It is vital that teachers have the opportunity to integrate this project into next year's lesson plans. It should be information that HELPS them to see how this project will support their learning objectives for the coming year.

EALP have a good outline of a delivery plan that could be used as a template for the minimum information that should be sent out to each of the teachers with the agreements it is based on the EIE Case study format.

Partners gave a brief overview of possible resources for use with students:

- 1) Tools that provide background – why the study of energy is important

Energy Path is available in many languages (except German and Swedish, sorry!). This tool kit is available at www.energypath.eu/e-learning/.

We will all need to register to this to gain access to the information. This will be useful for both our and the pupils evaluation. Energypath contains information on many sustainability issues that can be used to increase pupil understanding. We should all take a closer look at this and provide feedback to EALP so that we can make a decision as to whether we will use this or not. It will be important if we choose to use this toolkit that time is allocated for training in the use of this at the next partner meeting. Susanna will email everyone to remind them to submit their comments so that we can make an early decision on this.

Climate Change Map that was used in the FEEDU project that would also be valuable here. Pupils attempt to show which countries have the biggest footprint, and is good to start discussions with pupils. Susanna will prepare a tool description of this so that the idea can be shared fully with all partners.

Dimagris CO2, can be used for pupils to input data about the things that they will do to reduce their carbon footprints to show the level of savings

“If I switch off I don’t waste”, a toolkit for businesses to use to outline good practice and record the potential CO2 savings that can be achieved from the implementation of certain measures which could be a good starting point for the pupils and the businesses.

Active Learning, which was developed for younger pupils, is about practical learning through activities, which will not be appropriate,

2) Method for surveying

There is a lot of information available that can be used. EALP have a document that they will make available for use in Italy.

Germany has a very detailed folder for surveying that is very thorough. This is only currently available in German and Italian, called E-check but maybe available in other languages. There is a suitcase of materials that measure temperatures, power consumption of specific equipment & timers etc. that would be particularly useful. There is a budget for these suitcases to be purchased (by Heiner) that we will all be able to borrow.

AER also have information that is useful for helping pupils undertake energy surveys. This is an energy planning document (Sust-Energy?). There is also information

through Greenpeace that is available for use that has been translated into many languages. We should all take a look at this website to provide feedback.

Ministry of environment website contains information (Italy) for how to undertake an energy survey as well as data collection for calculation and evaluation for the steps that can be taken to improve the schools energy efficiency.

It is important to remember that we need to be able to demonstrate carbon that has actually been saved through the actions that have been implemented by each school. We may need to adapt existing materials for undertaking energy surveys to ensure that they incorporate this.

3) A framework for follow up actions

REAC provided an energy book that will be made available to students. REAC also submitted many links to documents that can be reviewed to see those documents that are of most use.

Each partner will have to take the template that EALP has already sent us all and find tools for each category in the contract (for pupils and teachers), covering background information, issues, and solutions.

The Procedure for establishing YEP! Tools

Locally partners will research and collect local tools. There is likely to be quite a large number of available tools, this collection needs to be made smaller and the best examples selected.

The collection is reduced through a first review process with local steering committees who select the best local examples. Partners need to then prepare the tool description from EALP's communication 1 and return to EALP by start of May.

EALP will collate all descriptions and categorise into the three types of tools for students (as above) and distribute the complete set of descriptions to all partners who then select those resources that will be developed locally.

In order for EALP to produce D3.1 – *A summary review of the existing resources and good practices from each participating country.* - There is information to be collected:

- 1) A list of all the locally found resources.

- 2) From the first local reviews with the steering groups, an explanation of why tools were selected as good practice must be provided

It is suggested that EALP produce a template to collect this information.

The timeframe for submitting the description of tools in each partner country should be sent to EALP by the end of April.

Points of discussion about preliminary research into tools:

EBPB have looked for materials for the schools only at the moment. They have been using an adapted version of the energy tool that was used for primary schools to conduct energy surveys in the past. The students record activities in place at the moment and then they will work with the schools caretaker to implement changes. Then the impacts of these changes are monitored so as to understand the impact of the implemented measures. There is also an activity book that has been used to improve the understanding of pupils. EBPB will conduct more research for teacher information.

ESS - The national energy agency have a lot of useful information on their website, called www.energyknowledge.se. This is going to be valuable for potential use, once translated! There are a number of projects that contain information that can be used in replication for YEP. One member of the steering group uses info called energy deck, a deck of cards that pupils select, and they then need to describe what is on the card so that others can guess what card they have selected. This is a fun way of increasing understanding about energy related phrases that could be good to use in lessons.

EAP have started their research but there will be more progress over the next few weeks.

The energy teams could also produce posters to promote the energy teams within each school. This would be a useful tool that we should all research to see what materials presently exist. Energy teams can also write articles for their websites, newsletters. Additional promotional ideas will be provided to the partners by EALP.

There is a huge amount of information within the UK that need to be digested before a decision is made about which tools will be submitted to EALP. A meeting will be held with the Steering group to discuss which of these will be forwarded for use in YEP.

Actions:

- **EALP to produce a template that will enable D3.1**
- **All partners to look at Energypath and feedback views to EALP by the end of April '08. If the consensus is to use this programme, training will need to be factored into the next partnership meeting in October '08**

- **All partners to research all tools (p24 & 25 of contract) for students and teachers by the start of May. It is better to provide lots of examples if possible (EALP to prepare tool description sheet for The Climate Change Map Activity)**
- **All partners to draft the fact sheet/supporting information that is to be sent out with the agreements for teachers.**
- **The steering groups should all be established now, so it is a priority for this to be set up as the tools need to be discussed and agreed within the framework of the steering group. The detail of this meeting must be recorded for the purpose of the progress report. Please bear in mind that the first output from the Steering group should be in early May 08, so this is THE TOP PRIORITY!**
- **All resources from each country need to be discussed with each local steering group for comments. This also needs to be documented, and reported back by the middle of May. By the end of May each partner should have made their selection of the tools that they intend to use.**
- **Once the resources have been selected, they can then be developed into a complete toolkit for the schools. This should be started in June 2008 in readiness for delivery to the participating schools at the beginning of the next school year**

Work package 6: Dissemination

REAC (delivered by SWEA)

REAC are intending to organise an exhibition to promote the project. Naturally invitations can be made to the teachers etc, but it is not expected that schools or the steering groups will attend!

Deliverable 6.0

The first deliverable, the background information on curriculum has already been completed. This shows how the education system is working in each country and should have helped partners to identify the barriers that need to be overcome for YEP! implementation. All partners provided information on time.

Deliverable 6.1

This is for 1 flyer per partner to be produced in native language. There have been 4 flyers produced to date by UK, Germany, Sweden and Greece. If you have not provided this information it will need to be created and sent to REAC within the next 2 weeks as the deadline is May 2008. These should be used to inform potential partners

of the project and the expected results. Remember that a disclaimer is required when using the IEE logo.

AEA and EALP have worked together to produce the information for Italy but EALP have also produced a promotional leaflet that will be submitted to meet the requirement for 8 leaflets.

Action:

- **All partners who have not yet submitted a flyer to REAC need to do this by first week of May '08**

Deliverable 6.6

Development of the web site. This needs to be up and running within 6 months of the start of the project. It will be used to promote the project, its activities and promoters.

There will be links to local websites of the partners but also participating schools and businesses. Each partner will need to have a dedicated part of their own websites specifically for YEP. The website should be used to motivate the pupils and display examples of the pupils work as well as contain copies of newsletters leaflets etc. This should be up and running by the end of May and it will remain in place for 2 years after completion of the project.

REAC' s proposal for the website

The homepage will contain the following:

- Partners
- Objectives
- Target groups – key actors
- Schools in action – implementation of the project
- Events
- Links
- Contact details

The schools in action (implementation of the project) will contain the following information:

- Participating school and companies
- Educational tools
- Newsletters on a local and European level
- Leaflets and flyers (some of which are missing)
- Work that has been taking place in schools
- Best practice
- Energy environmental events of the schools

- Evaluation results

In addition to this information it has been suggested that perhaps there could be a forum although it was stated that this has been something that has caused problems in the past and is not well utilised.

Suggested amendments from the partners:

The current temporary website address is <http://yep.joywebservice.com>. The IEE logo needs to be placed on the home page together with the disclaimer.

Target groups and key actors on the home page actually belong in participating schools and companies. The name "target groups" could be renamed to "project participants".

Additional button on the home page called publications where the newsletters and flyers can go.

Once there are evaluation results available, there should be a link directly from the home page.

Work in schools (which should be renamed to student work so it can include school and business activity), best practices and events in schools will be linked from the Schools in Action page.

Education tools should also be a link directly from the home page - there are currently three large buttons on the right hand side. It is suggested that 'Newsletters' would be better replaced with "Resources for Schools"

The image on the home page should be changed to reflect better weather (!) and also a group of young people not just one person.

Need to check copyright/legal responsibilities for images and website (refer to Marc for advice)

Question: Could there be a text box that states that information is available in all languages by clicking on the "partners" button? – It has been decided that it would be better to have partner flags on the homepage that is the link to the individual partner sites.

Note that the main website will be in English, so much of the information may need to be translated in to native language on partners' websites. For example many of the newsletters and leaflets will not need to be replicated on local websites, but the

information relating to education authorities, local events etc. will need to be specific to each partner so as to be of value to the end user.

Please provide as much assistance to REAC as possible as there is very little time to get this up together.

Deliverable 6.2 – Newsletters

REAC will produce the international newsletter by the end of April. REAC will contact us for the information that is required. The audience for the newsletter is wide reaching including Public, professional companies, authorities and educational bodies. It will be electronic but also publishable by partners for distribution. It would be very useful if REAC could send the template of the international newsletter so that it can be used as the design for the local newsletters.

The content of the newsletter will be:

- Description of general energy situation in Europe and worldwide
- Brief description of the educational policies and the possibilities of connection between energy and curricula in several YEP regions
- Brief description of the project (partners, objectives, planned activity ,expected results)
- Photos
- Other information
 - How the educational resources have been selected to reflect best practice
 - Kick of meeting information
 - Outline of the timetable for school activities
 - Add in a small window that provides contact details for people to be able to obtain more information

The newsletter will be able to be printed in any size as it is a PDF.

Action:

- **REAC to produce the template of the newsletter so that partners can produce local newsletters in the same design**
- **REAC to make formal requests for content to the international newsletter**

Work Package 4: Pilot Pupil Programme

EBPB

Please refer to the main contract for the details of the deliverables and the timeframe. Marc gave a useful and detailed presentation with a clear overview of the work package structure and time frame, this presentation is annexed to the minutes and partners are required to refer to this carefully in considering the development of their own plans.

Discussion on the content for the pupil work programme:

Action:

- **Partners will need to provide to schools a good idea of how the pupil work programme work will be implemented (this would be useful information to include in the information packs that will accompany formal agreements. It will also be good preparation for D2.4/4.2a)**

UK: The pupil work programme will be partly led by the resources that are available in each partner's local context and should address the current existing barriers within each partner's education system.

Background work will need to be conducted with the teachers and students in order to motivate pupils to be involved with school energy management teams. This will be achieved by a few hours of lessons with participant classes that give a context and overview of the project work.

EALP: Anticipate delivering 5 x 2 hours lessons, then pupils will go to the work place for 3 days (on 3 occasions) from Oct '09. However their approach is yet to be approved and finalised through their local steering committee.

AER: Will hold workshops and then work closely with teachers to develop work package 4. The system has not yet been identified. It will be important that the teachers understand what is expected of them before they will be able to commit to the project.

ESS: 3-4 meetings during the introductory phase, increasing awareness, before starting surveying of the school buildings. There will then need to be a plan identified for delivering the workplace activities. It is likely that there will then be 1 or 2 lessons introducing the workplace activity, followed by a final lesson to discuss evaluation. This will all be started no later than September 08.

Bulgaria: Will start engaging pupils in October. There will be 3 meetings before the end of the year of an hour and a half each, then there will be 2 more lessons before the school surveying with additional lessons before the work placement.

This whole area of work has not really been fully considered by many of the partners. It is essential that this is completely developed and worked through before the end of May as the teachers will not be able to confirm participation in the project if they do not know what will be delivered.

It is important that work package 3, 4 & 5 are considered collectively as much of the work that needs to be completed will need to be done simultaneously.

Work Package 5: Evaluation

SWEA

There will need to be a standard template for evaluating the educational resources. It is important that the resources (whilst different) cover all of the same aspects of information.

Some teachers will have more expertise than others. Partners will need to be prepared to take the results of the questionnaires and supplement the educational resources with information about areas of weakness so as to enable teachers to deliver the lessons. The questionnaires (teachers and pupils) will be ready by the end of July '08. The business information will be produced at a later date.

Once the questionnaires have been produced, EBPB will look at how the results can be collected and summarised. EBPB will need to provide a structure that will enable analysis of the data to produce meaningful information. EBPB and SWEA need to discuss this in detail to agree exactly what information is expected of whom.

The educational tools that are provided must enable the easy collation of data for the purposes of analysis. All partners should be aware of this.

There will need to be a significant increase in activity in order to make sure that all of the ground work is complete before we start working with the schools, otherwise there could be considerable problems for everyone. EALP have said that it would be really useful to have a breakdown of all of the required aspects of work that need to be in place by the end of October 2008. This follows:

Action	Responsibility	Timeframe
To send email request on a two monthly basis for project updates from all partners	SWEA	Every two months
To provide project updates to SWEA in response to the emails requesting progress updates every two months	All partners	Within 1 week of receipt of SWEA email
To provide report for 6 month progress for partner input	SWEA	End June '08
To provide information for the 6 monthly progress report	All partners	Mid July '08
Submit 6 monthly progress report	SWEA	August '08
Delivery of local engagement plans together with completed steering group register to EAP	All partners	End of April '08
Update local engagement plan and forward to SWEA	All partners	End June '08
Identify 1 school from the 5 to contribute at least 2 classes to participate in the project in order to meet overall project targets	All partners	End of May '08
To hold 1 event per region to promote the concept of the YEP! Project	EALP, AER & ESS	End of May '08
Hold 1 kick-off meeting involving all local partners	All partners	End of 2008

To distribute the updated agreement templates for schools and businesses	EAP	Mid May '08
Make changes to the spreadsheet for D2.2/4.1	EAP	End of April '08
Completion of spreadsheet for all local participant project information for D2.2/4.1	All partners	Mid June '08
Produce evidence that a local steering committee has been established in each region	All partners	Early May '08
Produce a template that will enable D3.1	EALP	End of May '08
Review Energypath and provide feedback to EALP	All partners	End April '08
Research educational resources at a local level	All partners	Early May '08
Prepare tool description sheet for The Climate Change Map Activity	EALP	Early May '08
Prepare the factsheet that is to be sent out with the school agreements for teachers	All partners	End of May '08
Discuss all local educational resources with your steering group and provide evidence	All partners	Mid-May '08
Produce final educational resources for delivery to schools for next school year	All partners	August '08
A flyer should be submitted to REAC that is to be used in the promotion of the project	All partners (some have completed this requirement already)	Early May '08
Produce a template of the international newsletter for all partners to use in creation of their local newsletters	REAC	On completion of the international newsletter
To request content for the	REAC	End of April '08

international news letter		
To assess and where possible implement the suggested changes to the website. Please refer to page 13 of these minutes for guidance	REAC	End of April '08

Next meeting

Planned for 23rd Oct in Perugia, Italy, but there is a large chocolate exhibition/conference taking place at this time. This means that the local area will be very busy and it is likely that hotels will be booked up and also more expensive. Therefore the next meeting is planned for Wednesday 15th and Thursday 16th October provisionally. This will be confirmed.