EUROPEAN LEARNING LAB 2010

LEARNING FROM 'WITHIN'

SUMMARY REPORT

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**EUROPEAN
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FOREWORD

Every project is a source of knowledge, with opportunities for both our explicit and tacit knowledge to come together for a more enriching experience. Our tacit knowledge is based on our own "mental" models for defining our world, built upon personal histories, values, and cultural heritage. Yet it is also connected to practical "know-how", personal competencies and skills. Through the sharing of this tacit knowledge, we can enrich personal expertise and competences, develop an openness of mind, and "expect the unexpected" which is today more than ever a fundamental trait in any profession.

Sharing tacit knowledge, however, requires the presence of a number of conditions: people must share a physical space; there must be diversity of information, opinions, and viewpoints; there must be a caring and directed context; and there must be a personal commitment to share.

The European Learning Lab met all of the above criteria and more. It offered a "safe and rich environment" where people coming from different countries, backgrounds and cultures could meet and share their experiences and expertise, learning from one another. They found a common language in Project Management and used the newly acquired tools to create their own models. It was a true learning experience for all of us.

Giuisi Meloni,
Project Management professional (PMP®)
Facilitator Project Management Lab

MESSAGE FROM ...

The world is rapidly changing, both due to international political events and the volatility of the economic-financial environment. What was once unthinkable suddenly takes place in a matter of weeks. The same occurs in philanthropy, forasmuch as it mirrors civil society. Foundations will be more and more called upon to manage change and they must be ready to refine strategies, improve their projects' impact, and increase operative efficiency.

Future philanthropy will be characterised by a higher level of entrepreneurship and managerial mastery. "Doing good" will not be sufficient justification for foundations' activities, and we will need to do far better than we are doing now.

The required improvement depends on the quality of our people, our colleagues and our governing bodies. I am comfortable in acknowledging my ignorance about such a vast subject, and the only successful keys to improvement that I know are continuous learning and a sincere commitment and attention to human resources. It is of no use to develop impact tools and measures of external activities when the managerial level of human resources is primitive.

The purpose of the European Learning Lab is to create leaders of change. Thanks to the European Foundation Centre this project can be shared by and it is opened to the participation of many cutting-edge foundations, which we thank for the passion and the valuable ideas which contributed to our Learning Labs.

Pier Mario Vello,
Secretary General, Fondazione Cariplo

MESSAGE FROM...

The collaboration between Fondazione Cariplo and the EFC on the Learning Lab series has some of the best characteristics of a valuable partnership. From the outset, we approached this task with both shared interest as well as new ideas, and most importantly, open minds. In my opinion, the Learning Lab is all the more richer thanks to this collaborative spirit.

It has also been vital that in piloting this initiative we were able to assemble an enthusiastic and receptive group of diverse participants, and a skilled practitioner and analyst, Giuisi Meloni. We were able, ultimately, to begin to learn some important lessons which means that future Learning Labs can benefit from this accumulated wisdom and offer even more exciting, targeted trainings.

I am particularly grateful that this report attempts to share these preliminary gleanings with a wider audience and I am very grateful for Fondazione Cariplo's amicable and generous collaboration. Not many foundations would be brave enough to open up their learning processes so readily; this is really a remarkable attitude and one that other foundations should emulate.

Gerry Salole,
Chief Executive, European Foundation Centre

THE IDEA

The idea for the European Learning Lab came about from discussions that took place between Fondazione Cariplo and the European Foundation Centre (EFC) in early 2010. The EFC had just launched a Capacity Building Programme that wanted to offer foundation practitioners across Europe a learning platform for professional growth through the sharing of knowledge. Fondazione Cariplo had had a good deal of experience in developing its own talent through professional development programmes and was willing to share its experience. It was only natural that the two organisations would come together to try to identify a strategy for meeting foundation practitioner needs at the European level.

It was understood that foundation professionals knew their "craft" and could do their jobs well, but they had not had many opportunities to see what other professionals with similar jobs were doing elsewhere in Europe. Likewise, many had learned how to do their jobs "by doing", but had not been formally introduced to models, approaches and tools that could make their own work processes more efficient. Upon these identified "gaps" was born the idea of the European Learning Lab.

Because the philanthropic sector is quite unique in the challenges it faces and the work it does, the learning approach employed also had to be unique. It had to use what the practitioners already knew and tap into this knowledge. The European Learning Lab aimed to provide foundation practitioners with the opportunity to learn "from within" – to take their tacit knowledge, combine it with their shared experiences, and spread the information around so that everyone could learn from one another. It was not a traditional "training" environment where expertise moved from the trainer to participant. Rather, the expertise was shared from person to person, with a professional facilitator structuring and layering the transfer of knowledge. In the Lab environment, foundation professionals were the "experts" – they had their own ideas, experiences, and knowledge and brought them all to the learning situation. Once in the lab, participants told their stories, listened to others, observed other means of meeting the same goals, tried new tools and approaches, and shared their experience. They created their own knowledge and used this as a means to grow as professionals.

THE APPROACH

The approach to the European Learning Lab involved providing participants with a series of three "labs", each lasting 1 to 1,5 days. The decision to provide three short labs rather than a single, longer, one-off learning event was made based on the European Learning Lab's goals. These were twofold: 1) to provide foundation practitioners with the opportunity to share and exchange knowledge of foundation practices; and 2) to introduce participants to tools, techniques and approaches to enhance current foundation practices and processes. It became clear early on that a single learning event could not provide what was needed to achieve these goals. While "one off" learning events can be of great value to programmes, they are often short-term solutions that provide short-term results. The real work comes when implementing new ideas and approaches, often when trainers, experts, and colleagues facing similar challenges are no longer available for feedback or consultation. The European Learning Lab strived to respond to this by offering participants an approach where they would be presented with ideas, be given opportunities to analyse their applicability to specific work situations, be encouraged to test the tools and techniques in their work places, and then return to a supportive environment to share the benefits and challenges encountered.

The topic area chosen for this first "pilot" project was Project Management, following the standards for project management set out by the Project Management Institute (PMI). Given the number of projects and programmes that foundations must manage and the challenges involved in ensuring their proper planning, execution, and evaluation, this seemed to be a good starting point for further learning. Each of the labs focused on a particular aspect of the topic area. They were organised according to the following model: 1) lessons on a specific theme to provide shared approachs, terminology and fundamental concepts; 2) practice in small groups to apply tools and techniques to real-life situations; and 3) presentation and in depth analysis, with clarification and discussion. In all sessions, participants were asked to actively participate and share their individual experience and knowledge. The labs were facilitated by Giusi Meloni, a certified Project Management Professional (PMP®), from the Project Management Lab in Milan, Italy.

For this pilot event, it was decided that the first two sessions be planned ahead of time. These sessions, "How to Design a Good Project" and "Case Study Analysis", had specific goals and objectives to develop the "path of learning". The final session was left open to be decided upon by participants. While leaving the third session undefined was a bit of a risk, it made sense within this "laboratory" setting. Because this was to be a place where people would create their own knowledge, it seemed appropriate to leave room for this to occur. It was reasoned that once participants made a commitment to their own learning, they would create their own knowledge.

THE STRUCTURE

For this pilot event, the "labs" were delivered over an 8-month period (from June 2010 to January 2011). Participants who signed up for the event were expected to take part in all three labs, ensuring that the commitment to learn was always connected to the knowledge that was created. By the end of the second lab, participants, together with the expert facilitator, had determined the final session, focusing on aspects of the project management cycle that were of critical importance to them.

The structure of the European Learning Lab was as follows:

LAB 1: HOW TO DESIGN A GOOD PROJECT

**Lab 1
June 29**

Welcome by organisers
Presentation of concept and programme
Getting to know one another
Presentations of foundations and work
Boat tour through the "navigli" and dinner

**Lab 1
June 30**

Presentation of the framework
Step 1: recognising the peculiarities of foundation projects
Step 2: linking the vision to the projects
Step 3: developing stakeholder relations
Step 4: managing project uncertainties
Step 5: nurturing project knowledge

Tools and techniques
The roadmap: defining expected benefits and relating them to project objectives and outcomes
The stakeholder map: identifying and classifying project stakeholders
The safety kit: identifying and defining project risks
The project journal: creating and sharing tacit and explicit knowledge

Small group practice on applying the tools to foundation projects
Project presentations
Closing of the workshop with feedback

LAB 2: CASE STUDY ANALYSIS

**Lab 2
Sept 29**

Presentation of the foundations and project tales
- Profile of the foundation
- Mission and values
- One typical project

Dinner and social event

**Lab 2
Sept 30**

Project case study presentation I: Fondazioni4Africa –
Northern Uganda Cristina Toscano, Fondazione Cariplo
Q&A I - Methodology and models
- Project case study presentation II: CaixaProInfancia, Ana
  Bustamante de Prado, Fundación "la Caixa"
Q&A II - Methodology and models
- Project case study presentation III: Transatlantic Academy,
  Ana Aeleni, Black Sea Trust for Regional Cooperation
Q&A III - Methodology and models
Closing of the workshop with feedback

LAB 3: PROJECT MONITORING, CONTROLLING AND EVALUATION

**Lab 3
Jan 27**

Module 1: Monitoring and controlling your project
- Definitions
- Framework
- Tools and techniques
Applying the tools and techniques to a real project: Oak
Foundation
Tailored monitoring and controlling:
- Small group practice to apply the tools to real projects
- Customise tools to needs and share work
Wrap-up of Module 1
Dinner and social event

**Lab 3
Jan 28**

Module 2: Evaluating your project
- Lessons learned
- Measuring success
- Evaluating sustainability
Tailored evaluation
- Small group practice to apply the tools to real projects
- Customise tools to needs and share work
Learning programme closure and feedback
Social event and lunch

THE LAB SUMMARIES

LAB 1: HOW TO DESIGN A GOOD PROJECT

The first lab took place at the Palazzo Morando, Milan, on 29-30 June 2010. This introductory lab provided participants with the opportunity to meet one another and begin to share stories and experiences relating to their own projects and foundation work. After an introductory social event allowing everyone to get to know one another in an informal setting, participants were introduced to a framework for designing "good" projects. With this framework came some confusion, however. Because project management is quite an involved process, with specific terminology and concepts associated with it, it took some time for participants to work toward developing a shared understanding of the terms, see how the approach could benefit them in their specific projects, and trust themselves as "experts" in their particular fields. Once participants felt comfortable with the approach and associated terms, they focused on: recognising the peculiarities of foundation projects; linking vision to projects; developing stakeholder relations; managing project uncertainties; and nurturing project uncertainties.

After this framework was laid, participants were introduced to a number of tools and techniques to support them in their own project management tasks. These included: the "roadmap" to assist them in defining expected benefits; the "stakeholder map" to identify and analyse project stakeholders; the "safety kit" to identify and define project risks; and the "project journal" to create and share knowledge (both tacit and explicit). After being introduced to these tools, the participants were broken into small groups and assigned a specific tool to analyse. They were asked to see how the tool could be applied to their own projects and then presented their ideas to the full group. This first lab formed the basis for the following labs.

LAB 2: CASE STUDY ANALYSIS

The second lab was held at Fondazione Cariplo's Congress Centre on 29-30 September 2010 and focused on Case Study Analysis. At the start of the lab, participants were asked to give presentations on their foundations, focusing on the foundation's essential data ("I.D." card) and programme priorities (the "heart" of the foundation). They were also asked to identify a specific project that was representative of the foundation's mission. On the following day, three participants were asked to provide project case studies from their foundations. Representatives from Fondazione Cariplo, Fundación "la Caixa", and Black Sea Trust for Regional Cooperation volunteered for this task. They highlighted projects that were relevant to the missions of their foundations and presented information on the project charter, stakeholders, deliverables, milestones, risks, and lessons learned. For the latter, participants were asked to provide a summary of the experience gained from the projects in the form of a "six word story". The presenters provided some interesting and inspiring "stories". These included: "Creating empowerment through cross border

teamwork!"; "Envision, communicate, make them believe!"; and "The solution to crisis is creativity". After the case study presentations, participants were asked to evaluate the projects, using principles and methodologies presented in the first session. Following this, the participants worked in small groups to do similar exercises with their own projects.

LAB 3: PROJECT MONITORING, CONTROLLING AND EVALUATION

The third and final session of the series took place on 27-28 January 2011, again at Fondazione Cariplo's Congress Centre in Milan. This session focused on project monitoring, controlling and evaluation. Monitoring and controlling were stressed as being the most important aspects of project management. Focus was also placed on change in projects (emphasising that change is good!) and the importance of reporting to stakeholders in keeping projects going as well as controlling them. The "issue log" (where project issues are recorded) was also emphasised, with its importance not only for project control but also evaluation, especially in measuring impact.

Following this, a case study from the Oak Foundation was presented, demonstrating how the tools and techniques presented in the previous labs could be applied to a particular project. An interesting application and analysis were presented, with honest feedback on the strengths and weaknesses of the tools used. As a strength, the presenters felt that the approach enables project managers to monitor a project and see that the project is meeting time and budget expectations, conforming to the plan and involving stakeholders.

As a weakness, the presenters had the impression that the tools and methodology were focused primarily on monitoring objectives and activities as a "checklist", with the question of whether or not the tools could evaluate significant ongoing change (impact). Likewise, they felt the tools appeared to be focused more on accountability and control than on learning. It was also pointed out that this approach was time consuming (and possibly costly) for foundations and grantees.

The presentation allowed for a good deal of honest discussion, with a focus on its strengths and weaknesses to foundation projects and programmes. Following this, participants had the opportunity to work in small groups to see how the tools could be applied to their own projects, adapting and tailoring them to fit their particular work needs. Focus was placed on using project evaluation criteria, looking at the change request log to see where impact could be measured, and the issue logs to gather information on stakeholder performance and engagement. Each group presented their findings at the end of the group work, again eliciting a great deal of analysis and discussion.

LESSONS
LEARNED

At the close of the final session of the European Learning Lab, participants and organisers had the opportunity to reflect upon lessons learned. Participants provided a good deal of constructive feedback on the series, providing recommendations on who to target, what to do to improve planning and preparation, suggestions for structural changes, ideas for future content, and opinions on methodology and approach. A follow-on "lessons learned" meeting occurred between the organisers and the expert facilitator a couple of weeks later. Here we share what we have learned from this pilot event.

PLANNING AND PREPARATION

- Providing enough time for planning and preparation is essential to ensuring that an event is developed specific to participant needs. We have found that this should begin ideally no less than six months prior to the event start.

- The goals and objectives of the full lab series, as well as each individual lab, must be clearly defined so that participants have a clear understanding of what to expect from the event. At the same time, we have learned that while these goals and objectives are important in providing the "foundation" and structure for learning/sharing, they should not "prescribe" the learning experience.

- The dates and times planned for individual labs should cause minimal interruption to participant work schedules. At the same time, they should provide optimal learning. With this in mind, we recommend that the labs be no less than one day and no longer than 1,5 days.

- The event should be advertised and promoted well ahead of time to ensure a large number of foundations are aware of it and have adequate time to sign up for the event. We should aim to start advertising it at least four months ahead of the start date.

TARGET AUDIENCE

- Participants brought to the labs a mix of different experiences relating to project management. Some had an "implicit" knowledge of project management, having learned how to manage projects by "doing". Others had had more formal introductions to project management, thus having an "explicit" knowledge of the topic. We learned that both of these types of knowledge bring value to the learning and knowledge sharing environment. We also learned that there are a variety of approaches to project management.

- The participants came from different types of foundations (grantmaking, operational and mixed), targeted different issues (environment, education, agriculture, culture, social development, etc), and held different positions within their organisations (programme assistant, programme officer, project manager, controller, executive director, counsel, etc.). While this diversity allowed for a sharing of interesting stories and experiences, in future events it may be worth considering targeting a more homogenous group to encourage even greater knowledge and experience sharing.

- The participants in the learning labs were enthusiastic about the opportunity to meet colleagues from other foundations and share experiences in approaches toward managing projects. They seemed especially keen on the fact that participants represented foundations only (and not all non-profits) and that the event focused on project and programme managers. The EFC would like to continue providing these types of events to practitioners at the programme and project levels, offering them opportunities to learn about foundation practices from across Europe.

- The European Learning Lab is structured as a series of labs, each focused on a particular aspect of an agreed upon topic. To gain the optimal learning experience, participants are expected to attend all three labs, as the information presented and shared is recycled and tested throughout the full learning process. In addition, participants are expected to be present throughout the duration of each lab, actively participate in the labs, and complete assignments prior to attending sessions. While the organisers do not want to be "watch dogs" of participants nor can we control learning processes, we do wish to emphasise the need for commitment on the part of those participating in the event and their role in creating their own knowledge.

THE APPROACH/METHODOLOGY

- The approach of structuring three labs over a period of time was received positively by the majority of participants. We feel that the European Learning Lab should continue to hold a series of three labs, allowing no more than two months to lapse between labs to ensure continued motivation and momentum.

- The idea of having expert facilitation rather than "top down" training emphasised the importance of participant knowledge and experience and was appreciated by those attending the labs. We also recognised the importance of having a facilitator familiar with the inner workings of foundations and the issues they face. Continuation of this approach is recommended, with the possibility of adding in other "voices" from outside the foundation sector to introduce new approaches and models.

- Participants showed great interest in the case study approach to learning and knowledge sharing. We feel that this approach should be continued, with even more time spent on in-depth analysis and discussion of challenges and solutions.

CONTENT

- The participants were interested in the topic of project management, however given the broadness and complexity of the full project management cycle, they wondered if it might be more helpful to focus on particular aspects of the cycle. They felt this might allow for a more focused approach and an opportunity to go "in-depth" into particular areas that were affecting their current work. Ideas put forward for future learning labs included stakeholder management, scenario management, and risk management.

- Because the majority of participants had a strong "implicit" knowledge of project management, there were difficulties at the beginning of the event in grasping the terminology associated with this particular model of project management. It is recommended that time be allowed to develop a mutually understood terminology for the topic at hand and that whenever possible glossaries and other supporting materials be developed to support the participant learning process.

- The models, tools, and templates introduced were meant to be "take aways" for participants to apply to their own work processes. In some cases, participants felt that these tools could not be easily adapted or were unsure of how to apply them. To be most useful, we recommend that the models, tools and templates used be easily adaptable to a variety of situations. Whenever possible, in addition to templates provided, examples of "filled in" templates with real project data should be provided to spark ideas and serve as reminders to participants on how to use the tools in their own work environments.

LEARNING MATERIALS

- The first European Learning Lab provided participants with two readers. The first had some theoretical readings on project management. The second reader was a compilation of project summaries and case studies. In both cases, the readers were not used to their fullest potential. With respect to the first reader, many participants felt that it was too general or theoretical (and as a consequence did not prove particularly useful). The second reader had some interesting information on the participants and their projects but was not designed in a way that allowed for its optimal use. For future events, we have learned that the supporting materials should be targeted to the specific audience and their needs and focused on the issues foundations face when managing multiple and complex projects. Whenever possible, these materials should be provided to participants prior to the course start to allow them to begin the learning experience with a shared understanding of the topic (prepared case studies on topic; pre-event readings; glossary of terms).

- To ensure that learning continues between the labs, there was discussion about the role of "homework" in the full learning process. While it is understood that participants have busy schedules outside of the lab environment, it is also important for participants to find ways to apply what they have learned in a given lab to their actual work situations. We are of the opinion that "homework" is essential to gaining the optimal benefit of this learning experience. Whenever possible, it is recommended that participants be asked to do "homework", but only when it benefits their own work and learning situations. Possibilities for project collaboration between labs should also be encouraged to increase networking between labs.

COMMUNICATION

- We recognise that good communication between the organisers and participants is needed to ensure participants get the most out of this learning event. With this is mind, we have learned that our written correspondence has to be clearer, more concise, and less complicated. We must also work towards ensuring that we are clear on our expectations of participants (homework assignments; deadline dates; follow through).

- We also recognise the importance of confidentiality of data. Participants need to be briefed on what will become of material they send to us, what will be published, and what details of their participation will be made public (and in what format).

- We also understand the importance of continuity and communicating any changes that occur at the EFC promptly to participants. If there is change of staff or new people are present in the labs, we must clearly communicate this to participants with an explanation of who the people are and the roles they play.

FOLLOW UP

- Participants showed interest in building an alumni network for those participating in this and similar events. We feel that an alumni network should be strived for, with a possibility of creating a network for project managers (community of practice).

- The inclusion of Chief Operating Officers, Human Resource Directors, and other senior level foundation professionals might also be considered to ensure support of the application of these project management tools and models to the workplace.

IMPRESSIONS
OF THE LAB...

NETWORKING

"We have really enjoyed and benefited from the 'peer-to-peer' learning experiences, the possibility to network with others and learn more about the scope of work in other foundations. We hope that some of the relationships we developed during this workshop might lead to future collaboration with other foundations on issues that are important to Oak."
Andrea Frey and Paul Nichols, Oak Foundation

EXPERIMENTAL LEARNING

"Foundations should not be afraid to try new approaches to learning. They should think outside of their "normal" way of thinking and experiment with ways to enhance staff performance."
Pier Mario Vello, Secretary General, Fondazione Cariplo, Quoted from EFFECT, Spring 2011

SHARING OF KNOWLEDGE

"The European Learning Lab offered me the chance to listen to and exchange experiences with other professionals that work in the same context as me: foundations that need to make the best possible investments with the funds they manage. This shared context allowed us to go deeper into aspects that are normally left out of trainings."
Ana Julia Bustamante de Prado,
Fundacio "la Caixa"

TAKE AWAY TOOLS

"I believe participants were able to take away some "ready to use" tools to apply to their projects as well as develop a comprehensive outlook on how to manage their projects. There was also a significant amount of sharing of knowledge and experience. The ability for participants to meet colleagues from different foundations around Europe was an additional benefit as it exposed them to different approaches, challenges, and models".
Giusi Meloni, PMP®, Lab Facilitator,
Project Management Lab

GENERAL IMPRESSIONS

It was avery constructive meeting from all points of view! I would recommend it to my colleagues!
Alina Serban, ERSTE Foundation

COLLABORATION IN LEARNING

"Nothing beats practice. But if you combine practice with learning from others' experiences, then you're definitely on the right track. This is what the Learning Lab offered its participants: lots of practical exercises where team work was key. Working in small groups allowed us to share experiences and practices - this was instrumental to the completion of the exercises."
Ana Aelenei, Black Sea Trust
for Regional Cooperation

THE FUTURE

**Based on lessons learned from our pilot event
and the interest shown by many foundation
practitioners in attending future learning labs,
the EFC and Fondazione Cariplo will again offer
the EUROPEAN LEARNING LAB IN 2011.**

THIS YEAR'S FOCUS
MANAGING RELATIONSHIPS FOR PROJECT SUCCESS

DESCRIPTION

Foundation professionals are tasked with managing a number of important projects that have the potential for great impact on society. Yet, there are times when these same projects, while seemingly on task, veer out of control and seem to take on a life of their own. Even the most experienced project managers can find themselves in these situations, questioning what went wrong. In many cases, projects fail because those affected by the project were not thoroughly considered. In other words, the project's key "stakeholders" were not identified, properly engaged, and/or these vital relationships were not suitably managed. This Learning Lab will address this important aspect of project management, providing the fundamental models and practices to implement a consistent process for identification and engagement of stakeholders and managing their changing expectations throughout the project lifecycle....and beyond.

By focusing on "stakeholders", participants will learn how to gain and maintain the support and commitment of the "right" stakeholders at the "right" time, thus increasing the project's impact and chances of success. Through the sharing of personal work experiences, combined with an introduction to "ready to use" tools and techniques, participants will be better prepared to:

- Assess and map their project stakeholders
- Use input of stakeholders to shape their projects
- Identify risks and the appropriate risk response strategy
- Communicate project progress to stakeholders
- Develop interventions where needed to resolve issues
- Monitor and manage stakeholder plans

LAB DATES

The labs will take place on
> June 20-21
> October 10-11
> November 28-29

TARGET GROUP

This lab will be of greatest benefit to those individuals who have direct oversight of projects and programmes (project managers; programme managers) either in grantmaking or operational foundations.

REGISTRATION

The 2011 European Learning Lab will register participants from March until the end of April 2011.
To register, contact capacity-building@efc.be.

Please note that participants who sign up for the European Learning Lab make the commitment to attend all three labs to gain optimal benefits of the learning experience.

INFORMATION

For more information on the European Learning Lab, visit www.efc.be/EuropeanLearningLab or contact capacity-building@efc.be.

ABOUT THE EFC...

The European Foundation Centre, founded in 1989, is an international membership association representing public-benefit foundations and corporate funders active in philanthropy in Europe, and beyond. The Centre develops and pursues activities in line with its four key objectives: creating an enabling legal and fiscal environment; documenting the foundation landscape; building the capacity of foundation professionals; and promoting collaboration, both among foundations and between foundations and other actors. Emphasising transparency and best practice, all members sign up to and uphold the European Foundation Centre Principles of Good Practice.

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