



Feedback

1. What was the key takeaway of the training courses for you?
2. Did you miss something?
3. Any recommendations for the future?
4. Anything you would like to ask others in the audience?



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GEOLOGICAL SERVICE | FOR EUROPE

GSEU WP2 TRAIN-THE-TRAINER COURSE

Level 3 - RECAP

Ljubljana, 18-19 June 2024



Funded by
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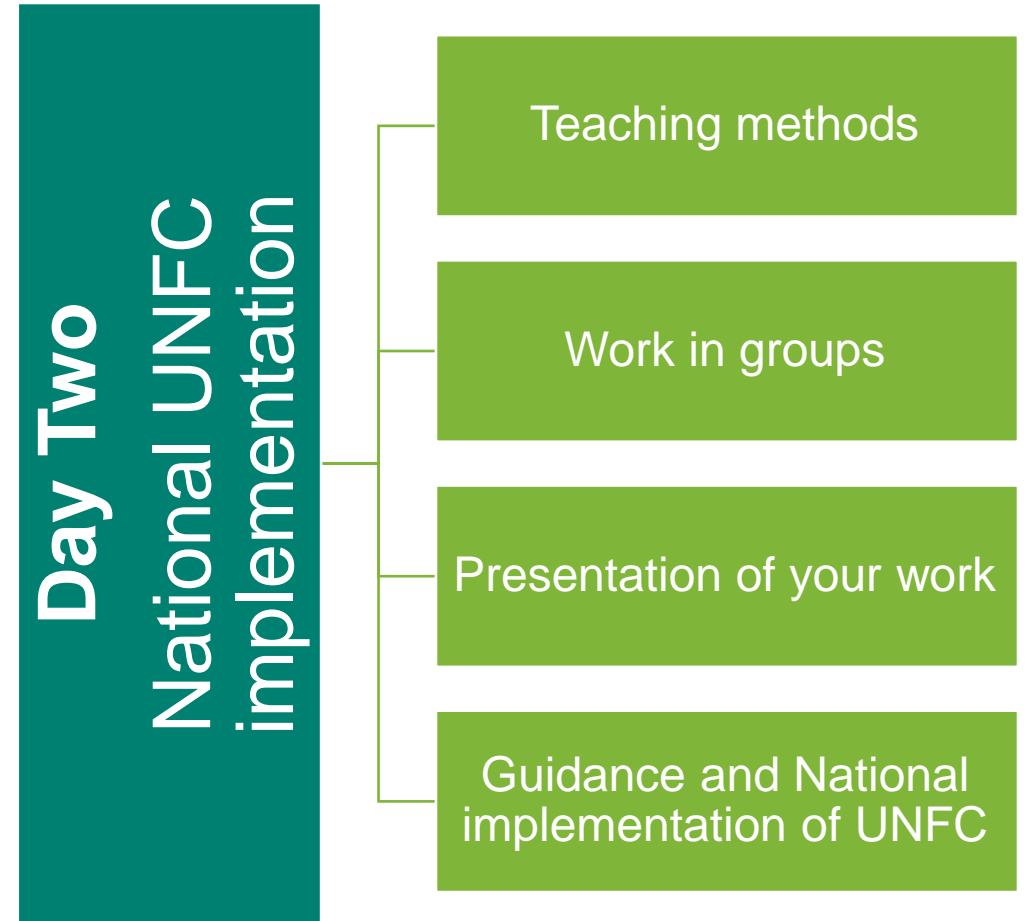
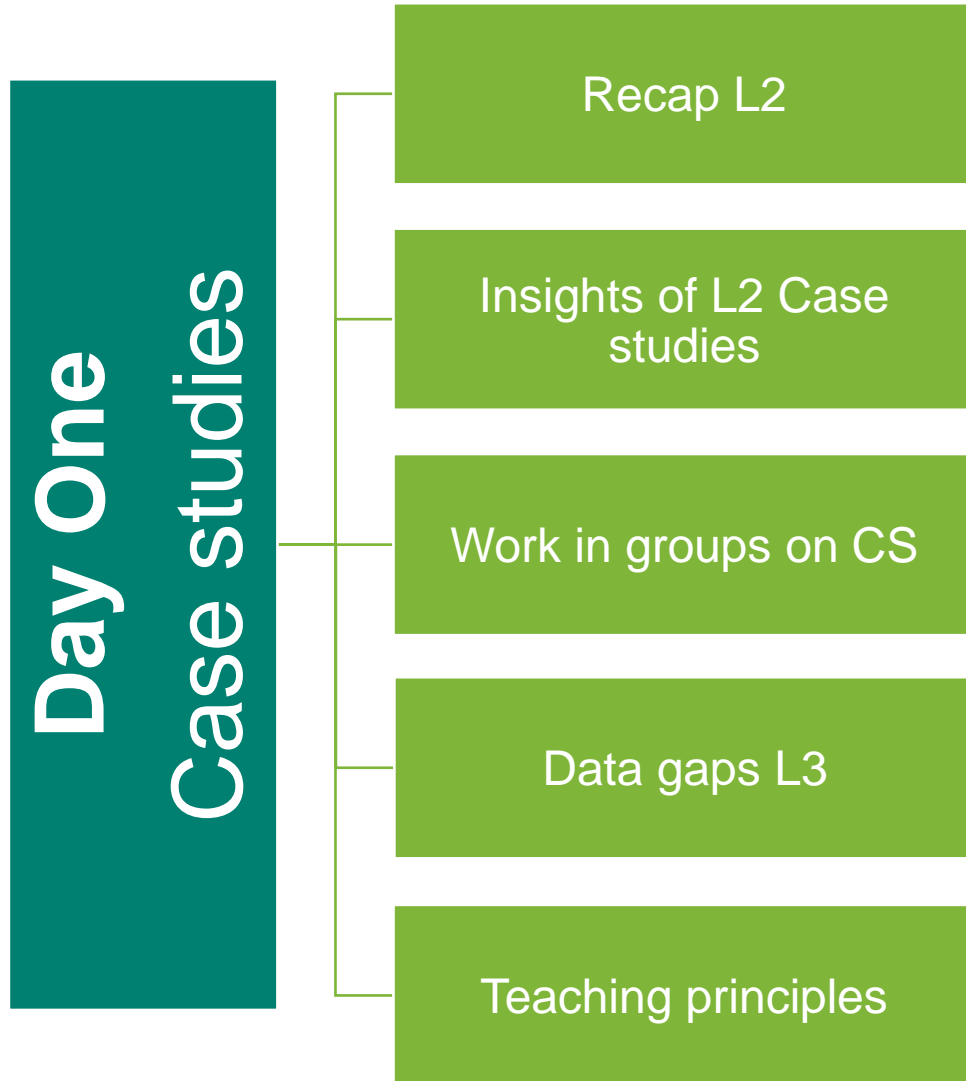


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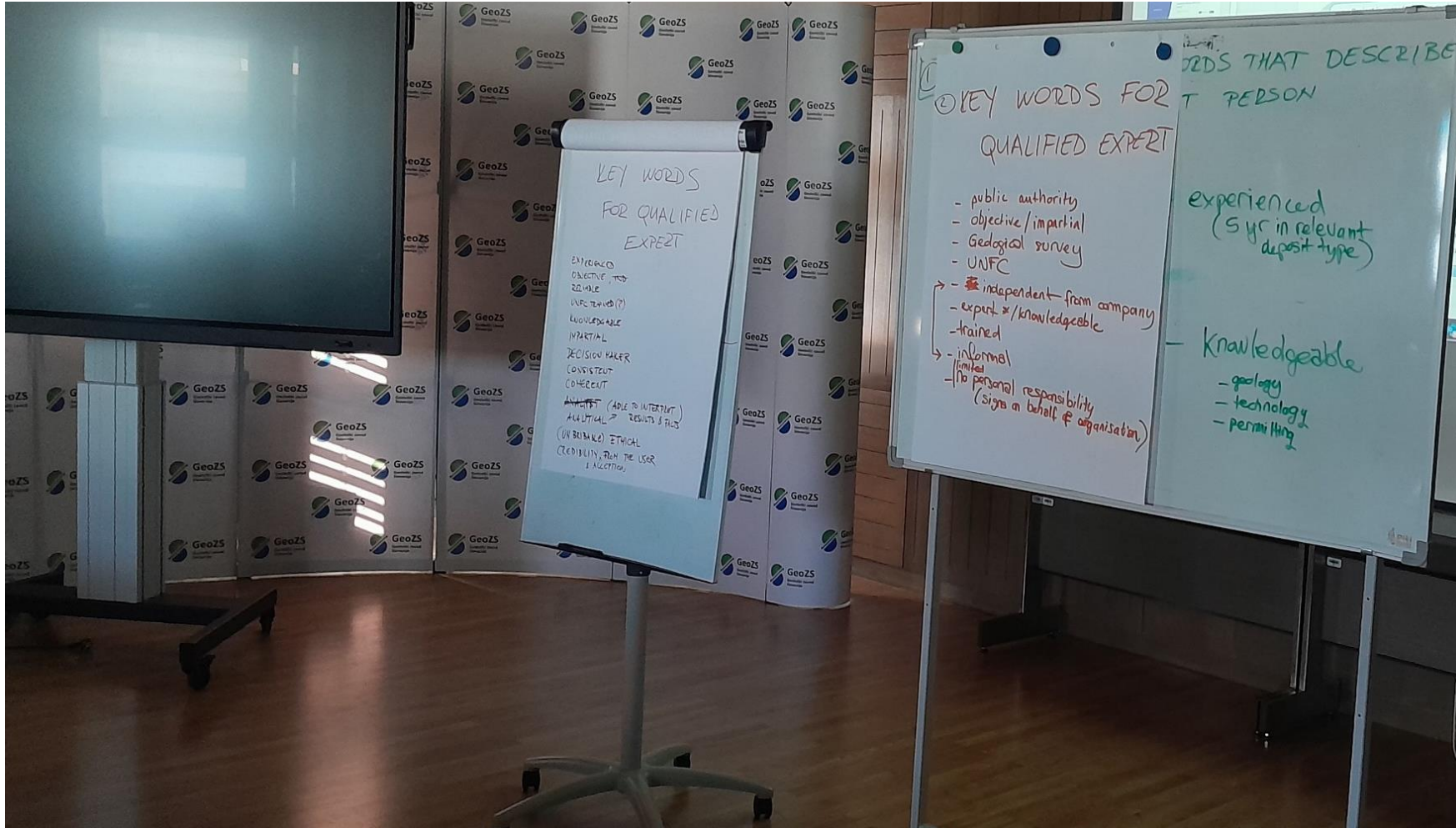


UNFC Training Level 3





Key words that describe competent person and qualified expert





Insights of the specific case studies

General insights:

- **Regarding mine closures**
 - UNFC Guidance Europe document suggests that for closed mines both E3.3;F2.3;G1-4 and E3.3;F4;G1-4 are feasible
 - A harmonized approach for mapping closed mines should be decided!
- **Regarding CRIRSCO-UNFC bridging**
 - As it very straightforward, groups handled these well for the most part
 - Should be remembered that CRIRSCO-UNFC Bridging Document is higher in the document hierarchy than UNFC Guidance Europe
- **Regarding ABC-style system to UNFC bridging**
- **No issues in E- and F-axes harmonization in these case studies**
- **Clear guidance for G-axis should still be decided: which of B, C1, C2 go to = G1, G2, G3?**

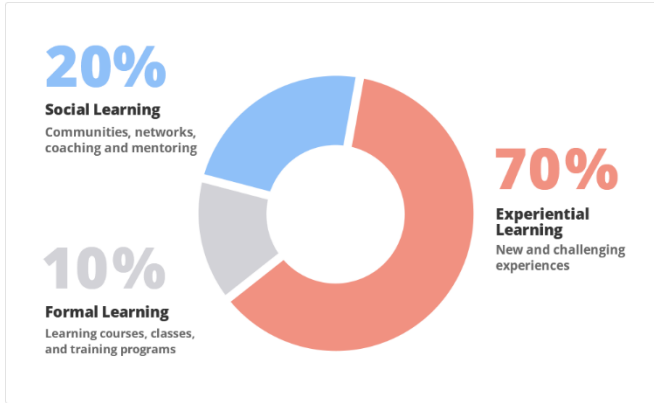


Work on UNFC classifications – 10 groups, 20 case studies + Risk&Effort exercise



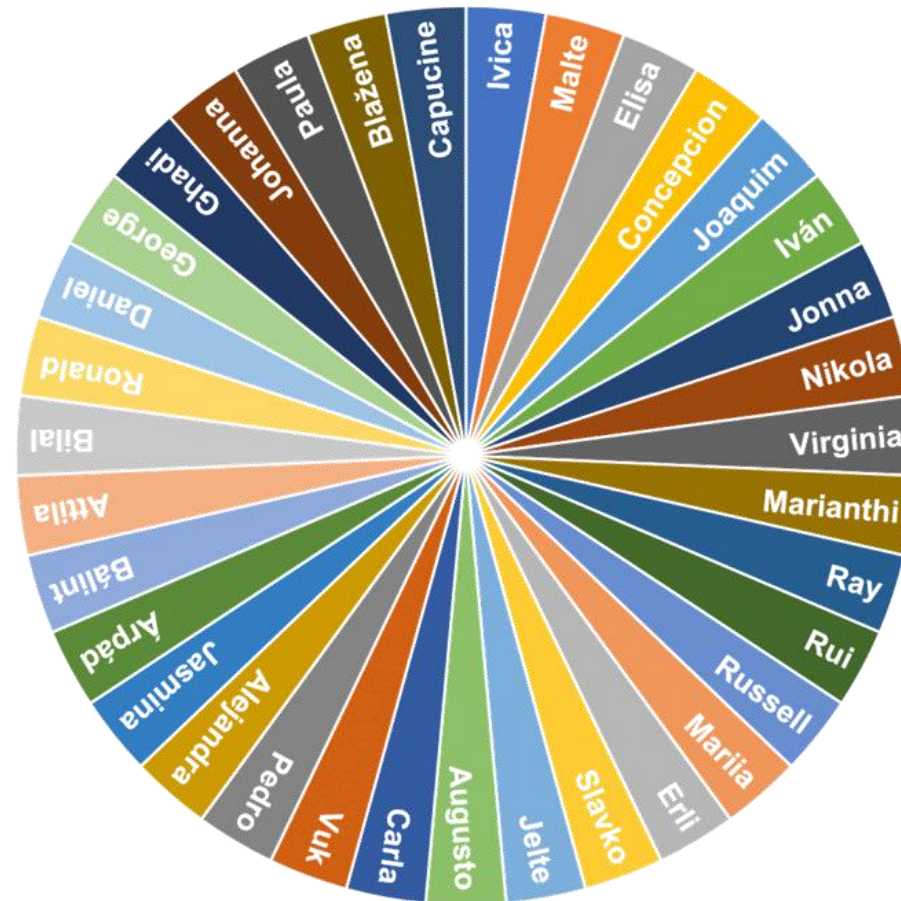


Teaching principles

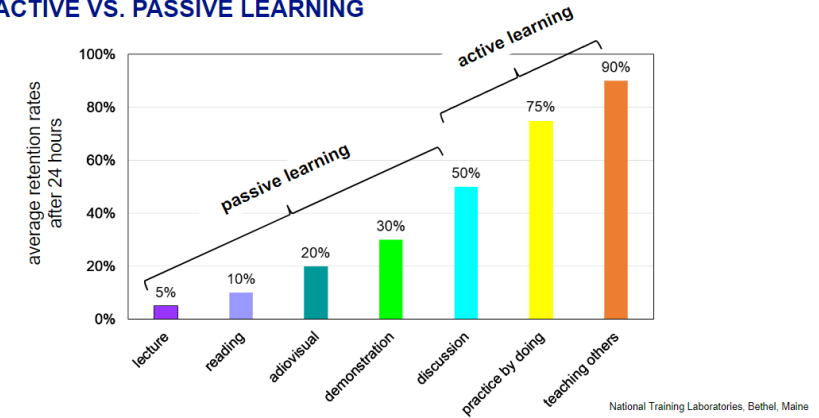


BLOOM'S TAXONOMY

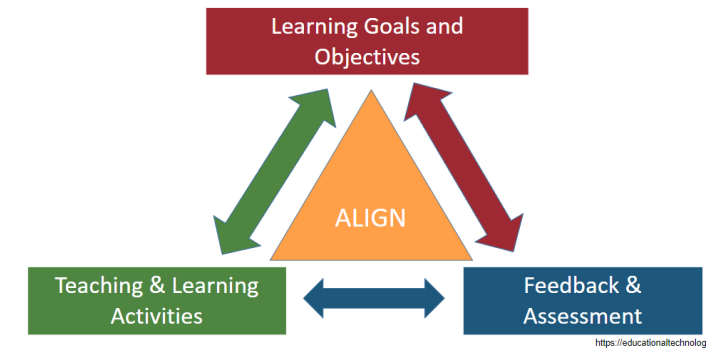
Create	Use Existing Information to make something new Invent, Develop, Design, Compose, Generate, Construct
Evaluate	Make judgments based on sound analysis Assess, Judge, Defend, Prioritize, Critique, Recommend
Analyze	Explore relationships, causes, and connections Compare, Contrast, Categorize, Organize, Distinguish
Apply	Use existing knowledge in new contexts Practice, Calculate, Implement, Operate, Use, Illustrate
Understand	Grasp the meaning of something Explain, Paraphrase, Report, Describe, Summarize
Remember	Retain and recall information Reiterate, Memorize, Duplicate, Repeat, Identify



ACTIVE VS. PASSIVE LEARNING



WHEN DESIGNING YOUR COURSE...





Teaching methods

TABLE 4 TOPIC 4

Depends on Target group

Online Courses perhaps inappropriate

Passive learning at home (reading) is usually better

First lesson must be passive

" " = Active

70% Passive / Active At Home

Different groups: Different course

Lessons on Political cases

Flipped Classroom - Freshness Games

Presenting of case reports (student)

Homework - it adapts or
TTPs to address part to participate

Practical exercise group by experience

In active learning, involve different
people with different background
(ASO, ministers, stakeholders) - 1/3 of time online

Active learning "in person" more effective

1

1. BASIC COURSE 50-50 ch-30
2. User 20-50% 70-80%
↳ decoupling - making it more
↳ application - doing UNFC
case studies
homework 10-20%

DEPENDS ON TARGET GROUP & GOALS

3. MATERIAL AVAILABLE FOR HOME (DATA AND PRICE, THE JOURNAL)

2. AT CLASS BALANCED
PASSIVE VS. ACTIVE LEARNING

1. SHORT WELL STRUCTURED, EASY TO UNDERSTAND, ACTIVE DESIGN

3. MATERIAL AVAILABLE FOR HOME (DATA AND PRICE, THE JOURNAL)

MUNICIPAL introduction more active

30-50% theory
40-50% practical exercise
40-50% case studies
40% discussion and role play

JOKER

Historical data / uncertainties data gaps

LOCAL COUNTRY LEGAL FRAMEWORK (OVERVIEW) Learning

UNFC → Maturity ASSESSMENT

UNFC terminology (see Ministry)

goal of UNFC

NEED FOR CRM

UNFC CUBEC - basic principles

CRM Act - Strategic projects

official documents UNFC

asked info - where to find

depends on Target Group/Issues

UNFC as a unique tool for identification - goal context

that structure of UNFC

national identification systems

CRMSO changing structure

NATIONAL BRIDGING

Must be compatible to conventional quality assurance

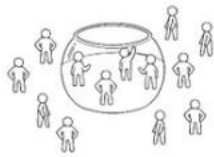
Case studies (national) Critical!

5

Other teaching methods



brainstorming



fishbowl discussion



peer teaching



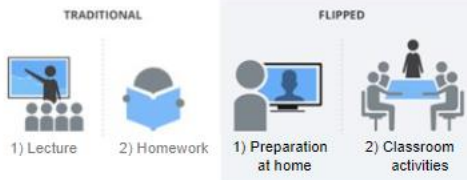
world café



jigsaw



blended learning



flipped classroom



role play

Local governments

E2

Geological Survey

G3

E3

F3, G3

Knowledge overview:

UNFC	peer	medium	good
G2	1	2	3
F2	1	1	2
G3	1	2	3

What are the target groups for UNFC national training?

Who are using the knowledge of this level?

regulation of such country: CS

Risked resources / human resources

↳ CSO and ministers

Environment and recycling

↳ assessment requires

Impact on fish

Impact on fish

connection between

CSO and mining sector

Information network

collaboration between CSO

with authorities

by ICGO SER

Gender issues

Energy demand

↳ transportation

↳ training

↳ sustainable

TABLE 3

What are country specific aspects for the national UNFC implementation (training)?

• knowledge gaps

• CRP Act

• countries without energy demand

↳ build the body

• access to data

role of CSO

why we work UNFC

interest of stakeholders

• who is responsible?

• what data do we have?

↳ Difference of data (confidentiality)

• Data gap?

• historical data - mineral inventories - in budget with use

• change data

• kinds of stakeholders

CSO

• Transport Mining data - CSO

• what are working classification systems?

• Friends

• AS and gas

• other?

• Countries without classification system

• CSO

• CSO, training, for

• little knowledge of CSO in countries

• responsibility of national / regional



Implementation roadmaps – presentations and panel discussion





Guidelines and National implementation of UNFC

Joint approach to develop UNFC guidance on national level

UNFC guidance on national level should be short, transparent, easy to use, and should be based on relevant UNFC documents

The **preliminary content** that may be changed according to national/regional circumstances:

- **1. Introduction:** Why UNFC guidance is important on national level? (CRMA, UNECE, GSEU objectives)
- **2. Background:** Short description of the national activity with UNFC (past and recent projects, etc.)
- **3. National resource management system:** brief description with reference on the legislation and roles
- **4. UNFC:** Short introduction to the UNFC with reference on basic UNECE UNFC documents
- **5. UNFC methodology, project based approach**



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Thank you all!

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