

# GREEN SKILLS FOR CITIES

## Long-Term Programme Results

### Report

**WU, IAAC & UNIGE**

**October 2024**

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## 1. FOREWORD

The “Long-term Programme” aimed at creating a transdisciplinary educational format embedded in each of the participating HEIs academic programmes. The project brings together teachers and learners from the fields of botany, technology, design, and economy involving them in an unique transdisciplinary learning environment aiming at the development of curricula targeted at working in the public sector and involves three educational institutions (Institute for Advanced Architecture of Catalonia, University of Genoa and Vienna University of Economics and Business) and one cities network (ALDA - European Association for Local Democracy).

This report summarises the general structure of the Long-term Programme as well as the results obtained from the transdisciplinary groups of students.

## 2. OVERVIEW

The Long-term programme was implemented in different forms in each higher education institution, depending on the requirements of the course. However, this report outlines the common methodology shared by all the higher education institutions to make the programme a success.

The student selection process was done to match those of the institution. Groups were formed by forming pairs of each institution and then combining these pairs to make a group of 8. Students were given the opportunity to form the groups themselves after meeting online or could choose that the trainers match the groups.

The general structure of the programme was divided into two parts, a theoretical part and a practical part. This is outlined more below in the Learning Journey.

For all resources regarding the Long-term Programme visit:

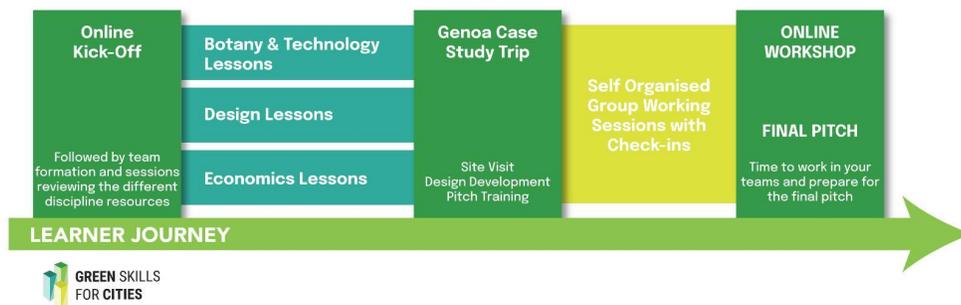
[https://greenskills4cities.eu/?page\\_id=2263](https://greenskills4cities.eu/?page_id=2263)

For more information regarding the Long-term Programme visit:

[https://greenskills4cities.eu/?page\\_id=713](https://greenskills4cities.eu/?page_id=713)

### 3. LEARNING JOURNEY

The overall structure of the Long-term programme can be seen in the learning journey below:



The online kick-off focused on introducing the students to one another and gave all the students an overview of what is going to happen in the following months. This was followed by the theoretical modules, where the partners followed a flip-teaching methodology. All the resources were shared with the students and they were asked to review them before the relevant class. During the class, the students took part in small activities, which you can find in the resources section of the website. Once the theoretical portion was completed, the students took part in a practical activity where they designed nature-based solutions for Genoa. The partners took the decision to bring all the students to Genoa to meet in

person and have the opportunity to work together, before completing their projects online.

## 4. WORKSHOP AGENDA IN GENOA, ITALY

### DAY 1

The first day focused on the students getting to know each other through ice-breaker and team building activities. In addition, in the morning they received input regarding the expectations and got to interview the city's technical office. The afternoon consisted of a site visit and on-site interviews before returning to the university to conclude the first day. A social dinner was also arranged with all trainers and learners to help build the team dynamics.

### DAY 2

The second day is dedicated to design development starting with defining design objectives, followed by design strategies and then design development. The day culminated with an introduction into pitches and discussion of the expectations for day 3. Throughout the day, energiser and team building activities were implemented to continue building the group relationships.

### DAY 3

The final workshop day focused on the pitch preparation that took place at the end of the day. These pitches were a moment for the students to reflect what they had accomplished in the last days and receive valuable input from all the present trainers.

## 5. ONLINE WORKSHOP & FINAL PITCH

Before the final pitch, trainers had blocked two days to be available for the students. Each partner gave dedicated working hours where the trainers would be available to support and give input and feedback on the work developed. At the end of the two days, the final pitches took place online with an invited panel of experts on the city of Genoa. Each group had 3 minutes to pitch followed by 10 minutes of question and answer from the jury. The jury were given an online form to assess the results based on 3 criteria:

- Were the design objectives met?
- How feasible is the solution presented?
- Overall evaluation of the design proposal

At the end of the event, the results of the pitching contest were announced. The students were asked to submit their final pitch and a report documenting all the work that they have produced.

## 6. STUDENT WORK

Five innovative and implementable nature-based solutions were developed for the city of Genoa. Below are brief descriptions of the projects developed.

**Greenwave**, a visionary initiative focused on sustainable design and circular co-production of ecological services. The innovative masterplan is divided into four phases, inviting active citizen participation in the rewilding process.

**Parco de mä**, a proposal that suggests an inspiring vision for Via Casaregis, reimagining it with reduced vehicular traffic and embracing nature-based solutions for tactical and participatory urbanism.

**Greenova**: a project that proposed an innovative approach to transforming Via Casaregis into a flexible, multifunctional space by integrating nature-based solutions and collaborating with local stakeholders.

**GoPesto** developed the project Park it Up, an innovative solution that tackles

parking in Genoa by implementing a 10-year plan to reclaim parking spaces for the community and nature.

**Herbaceous Heroes** proposed a solution that aims to reignite a sense of community for all ages at Punta Vagno. Through the implementation of nature-based solutions and flexible spaces, they seek to create an environment that fosters connectivity and inclusivity.

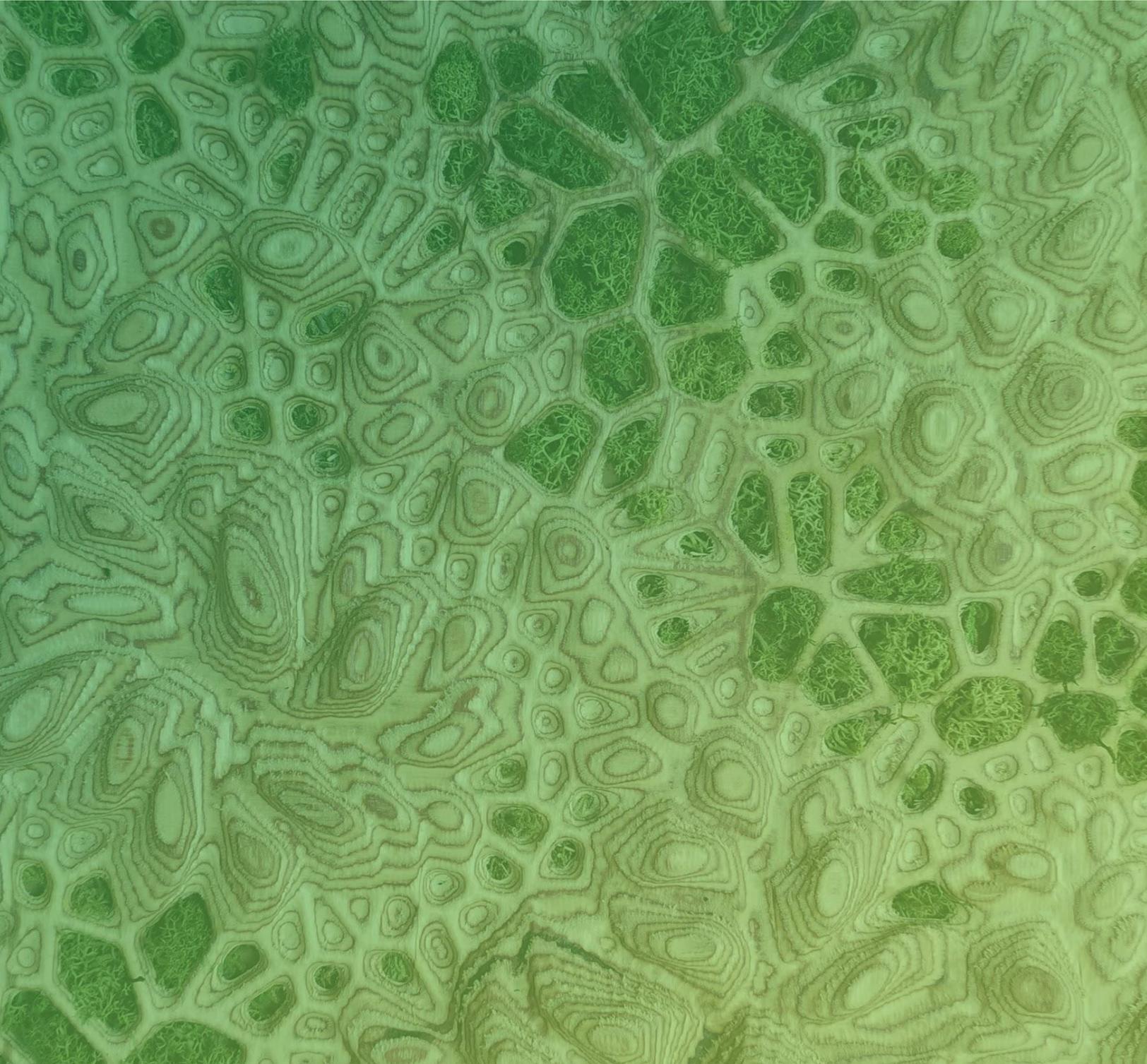
## 7. CONCLUSION & KEY LEARNINGS

The Long-term programme proved the importance of implementing transdisciplinary learning in higher education as it was positively received by all participants. All the trainers were very pleased with the outcomes and felt that the students had worked very well together. The consortium agreed that the decision to bring all the students to Genoa was vital to the success of the programme. Had there been no in person meeting, it is believed that the groups would not have worked as well together as they did.

In addition, the flip teaching worked as a strategy for learning, and the in class activities proved to be successful with students having to think beyond their disciplines.

Some key learnings from the implementation of the programme:

- Meeting in person in key during a cross-border project to foster strong team dynamics and allowing the students to work together face to face.
- Students were much more productive during the in person sessions than when working online.
- The students appreciated very much the opportunity to participate in a project like this and felt that programmes like this are very beneficial to reflect working in the real world.



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