

GREEN SKILLS FOR CITIES

Training for Trainers Resources

Report

WU, IAAC, UNIGE, ALDA

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1. FOREWORD

The goal of the “Training for Trainers” (TfT) Programme is to enable trainers of Institute for Advanced Architecture of Catalonia (IAAC), Università di Genova (UNIGE) and Wirtschaftsuniversität Wien (WU) to develop transdisciplinary educational formats for learners, allowing them to co-design the “Long-Term Programme” (LTP) and “Short-term Programme” (STP). The trainers need to develop and amplify their competencies in order to innovate in education and respond to the labor market needs, and thus be in line with the objectives with the project.

The report highlights the transdisciplinary approach of the project, as it addresses the resources and concepts that were shared by each University partner.

A bonus session was also carried out by ALDA, on the topic of citizens participation and participatory processes. The main take away for the University partners was to get inspired on how to best support, encourage and include citizens’ participation within the programmes developed.

2. IAAC

2.1. CONTENT

For the Training for Trainers, IAAC has prepared a presentation which explains what it means to design with/for nature. The content includes basic concepts, case studies, examples of teaching methodologies used at IAAC and further reading materials. The content is explained through projects and research developed at IAAC by students and researchers.

2.2. TEACHING METHODS

Learning by Doing is at the heart of IAAC and is implemented in all courses. It is a methodology that includes getting hands-on experience through practical exercises, working with real case students, real-time information, and working with industry. In the resources presented, there are two examples of how learning by doing forms the structure of a seminar at IAAC. One example demonstrates this methodology integrated with urban scale projects, and the second, learning by doing for the creation of nature-based solution prototypes. Through learning by doing, one is able to test their ideas through digital or physical prototypes.

2.3. RECOMMENDATION FOR USE

The content is aimed at trainers (professionals) interested in learning more about the topic of design in relation to nature-based solutions and how to implement the concepts in practice or education. The materials are designed to give an insight into the main concepts related to design, through examples. For each project, links have been provided that bring the reader directly to where the project is published. This allows the reader to decide how much knowledge they want to acquire. To further understand the content and go further in depth into the topic, the reader is expected to access the links and refer to the biography. The materials can be adapted or used by trainers; however, the institute must be cited.

3. UNIGE

3.1. CONTENT

For the training for trainers UniGe has prepared presentations explaining technical aspects of Nature based Solutions within the urban environment from botany and technology perspectives. The content includes basic concepts, case studies, examples of teaching methodologies used at UniGE and videos. The content is also explained through case-studies and research developed at UniGe.

3.2. TEACHING METHODS

During the TtT two learning by-doing experience were proposed:

- Design game

A playful exercise where people from the consortium were divided in mixed groups and worked together to identify different sets of design principles and to define the most relevant aspects (design objectives) to redesign a square in the city of Genoa. This exercise allowed us to collect a wide number of design objectives from different points of view, identifying key design aspects related to people's perception (obtained through interviews with local inhabitants).

- Botany challenge

A playful hands on experience where people from the consortium were divided in mixed groups and spent time at the Botanical Garden of the University of Genoa solving quiz by observing, collecting and describing plants forms, functions and relations with living and non-living environment with the final aim of learning about plant technical aspects and how to use them within NbS.

3.3. RECOMMENDATION FOR USE

The content is aimed at professionals interested in learning more about the topic of botany and technology in relation to nature-based solutions and how to implement the concepts in practice or education. The materials are conceived to

give an insight into the main concepts related to design, through examples. Additional links and video were provided to let the trainers decide how much in depth to go on a specific subject. The materials can be adapted or used by trainers; however credits must be given to UniGe.

4. WU

4.1. CONTENT

On behalf of the WU Vienna, a presentation and a video was produced to allow a better understanding of the core principles of sustainable business performance, how it differs from business as usual, and to highlight potential interlinkages and cross-learning between the fields of business practice and NBS.

4.2. TEACHING METHODS

Service learning is a learning journey for students in an applied context and is a method of experiential education, linking courses with local actors/businesses. It asks students to implement theory into practice and helps them understand and reflect complex topics on various scales. Reflection and reciprocity are central concepts of service learning and ensures that students obtain skills and competencies beyond the usual classroom setting. Key competencies gained include engagement in society, networking, a holistic perspective, personal development, communication and group skills, problem analysis, critical thinking, and cognitive development. Despite its benefits, hurdles include the time and resource intensity, managing partner and student expectations, and the possibility of project failures, which can still be valuable learning experiences.

4.3. RECOMMENDATION FOR USE

The materials focus on teaching students from diverse backgrounds about the role of business in achieving sustainable development and how it can be combined with NBS for greater impact. The materials can easily be adapted and linked to other thematic concepts such as SDGs, Green Finance, etc. Additionally, the materials are suitable for trainer settings aiming to understand the interlinkages between NBS and business, along with broader insights into the business's responsibility for sustainability practices.

5. ALDA Bonus Session

5.1. Summary & Key learnings

The main objective of the bonus session delivered by ALDA was to present the experience of ALDA in participatory processes, especially in the case of cooperation between Civil Society Organizations, citizens and Local Authorities.

The main take away for the partners was to get inspired on how to prepare programmes in a participatory way.

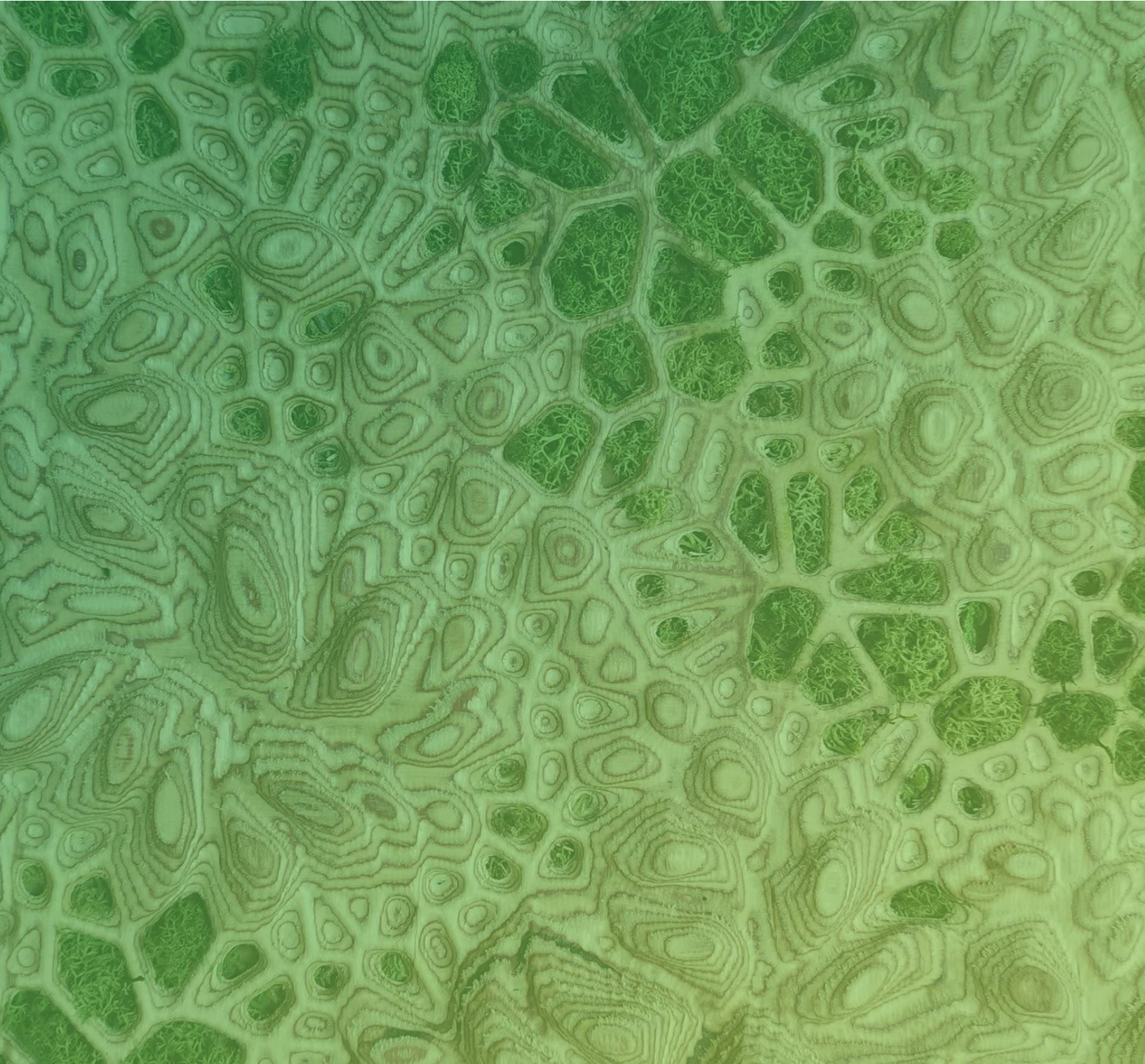
In particular the examples shared tackled:

- **Participatory Processes in the Balkan Area:**

Several participatory processes of projects implemented in the Balkan region were presented as they mainly involved youngsters as a target group. Some good practices were mentioned during the presentation such as a creation of advisory groups at universities or in cooperation with the local authorities, regular citizen panels and forums, university fairs and promotional events etc.

- **Participatory Processes in Italy:**

Under the umbrella of the LIFE-funded project “BEtter Water-management for Advancing Resilient-communities in Europe” (Life Beware), in October 2018 a **participatory process** was activated for the definition of a strategic Action Plan of adaptation to climate change, that could be later adopted by the Municipalities. The participatory process was realized by adopting different actions to involve the highest number of people and stakeholders, and to collect good quality information from the different actors.



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