



## Report on curricula-building workshop results.

Annex



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<b>Author:</b>	Roger Roca Vallejo, Priscila Franco Steier - ICLEI Europe
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# 1. Introduction

This report falls under Task 1.3(b) which supports the creation of NBS capacity-building programmes and skill-building curricula. Its deliverable D1.6 aims to assist educators and professional organisations in formulating programs and curricula for the training of NBS specialists, enhancing proficiency in various NBS-related domains such as citizen involvement, technical and knowledge-oriented aspects, governance, and financing. In total three "Curricula Changing Workshops" took place as part of side sessions during CONEXUS annual assemblies in both CELAC and EU cities. The workshops followed a rationale of exploring the perspectives from students (workshop one), professionals (workshop one and two), higher education providers (workshop two), and job providers (workshop three). The key outcomes of these workshops framed the recommendations for NBS professional educational curricula and policy that opened this deliverable.

## 2. Bogotá Conference

This one-hour workshop took place during the Bogota conference on the 1st of December of 2021. With the topic **“Screening professional skill gaps related to NBS in the environmental, social/cultural and economic professional fields”**, the workshop was developed and moderated by the University of Sheffield and ICLEI Europe. The goal of the workshop was to screen together with project partners professional skill gaps related to NBS in three professional fields environmental; social/cultural; and economic, considering 6 of the societal challenges mentioned in the NBS Indicator Handbook: Climate Resilience, Green Space Management, Participatory planning and Governance, Social Justice and Cohesion, Health and Wellbeing, New Economic Opportunities and Green Jobs.

It builds on top of the results obtained in another two hours long online workshop “Studienstiftung des deutschen Volkes e.V – ‘Sustainable Europe’ workshop” that took place online on the 15th of September of 2021. The participants of the workshop were 46 outstanding undergraduate students granted by the scholarship agency Studienstiftung and the goal was to discuss how young people and early career researchers and professionals perceive global and societal challenges in relation to NBS, and how to bring this perspective into the conception, framing and development of educational and capacity-building programmes. The workshop addressed specific target audiences: NBS specialists and students / young professionals. All the data collected were analysed through content analysis.

In general, the results showed a need for:

- A more inclusive and diverse conception of NBS.
- Transdisciplinarity and concepts translation according to the different contexts to design solutions adapted to local ecological, economic and social conditions.
- Capacity to communicate and advocate for NBS with different stakeholders.
- NBS evidence and its valuation against Grey Infrastructure.
- Data modeling skills.
- Context-based technical training, guiding materials, and evaluation tools addressing local communities to prompt NBS stewardship.
- Interdisciplinarity was an important topic in the discussions of these workshops, that is why it was decided to have a workshop around it during the Sao Paulo Conference.



### 3. Sao Paulo Conference

The 1,5 hours Curricula Changing Workshop held in Sao Paulo was organised and moderated by ICLEI, and had two objectives: (i) present and discuss the preliminary results of the CONEXUS NBS Professional Skill Gaps Report (Deliverable 1.5), and (ii) debate on the challenges and advantages of inter and transdisciplinary NBS activities in higher education programs. To contextualise the debate, two consortium partners - TUM and FAUUSP, representing higher education organisations in Europe and Latin America, shared their experience with inter and transdisciplinary NBS education initiatives, as follows:

“Cross-disciplinary experiences empowering education and training for the built environment” - Denise Duarte FAUUSP

“Opportunities and challenges of transdisciplinarity for NBS education and training” Prof. Dr. Stephan Pauleit - Technical University of Munich (TUM)

Following the keynotes, a plenary discussion was conducted on how to implement transversal curricula in higher education and professional training related to NBS. The main key messages from this workshop were:

- Interdisciplinarity requires an important investment in time, money and space.. However, it pays off since it provides key competences for students and young researchers to cope with complex challenges of society and environment.
- Understanding the spectrum of diverse forms of interdisciplinarity is a basic prerequisite for using them meaningfully.
- Education strategies and formats that facilitate interdisciplinary learning are needed. Participants mentioned selective (workshops, summer school, symposia) and continuous formats (seminars, study-related threads with certificate completion) as potential venues to promote interdisciplinarity.
- Cultural and social dimensions still need to be better integrated in interdisciplinary research/education.
- Real life projects are essential as a platform for knowledge integration and cross-disciplinary education and training. An integrated approach, when linked with practical application, allows for the customization of solutions to meet the specific needs of Nature-Based Solutions (NBS) practitioners.
- Partnerships with city stakeholders create opportunities to incorporate NBS into the planning processes of municipalities and regional governments, facilitating the mainstreaming of these solutions.

Linked to all of this, the idea of having an NBS Professional master's focusing on practitioners was mentioned. In terms of next steps, the participants indicated the need to take curricula changing discussion closer to professional training/capacity building. This was addressed during Turin's Conference.



## 4. Turin Conference

This two hours workshop took place during the Turin Conference on the 26th of October of 2023. It was developed and moderated by the University of Sheffield and ICLEI Europe. Tapping on the diversity of organisations engaged in CONEXUS consortium, this third Curricula Changing Workshop simulated what are the required qualifications of NBS professionals under different scenarios from the market perspective. The goal of the workshop was to identify required qualifications of NBS professionals of the future to provide insights for rethinking professional educational curricula in different fields and levels of education. The results from each of the scenarios were quite diverse and tried to respond to the questions of educational background, experience, technical skills, and competences the ideal candidate should possess for the position. Below is a summary of the key messages:

**1. Scenario I: International organisation – advocacy for integrating NBS into cross-sector policies.**

In this case, the open application was for a senior level position and therefore at least 10 years working experience on the field was needed. From the technical skills point of view, having international policy experience was considered a requirement by all the participants. A good understanding of the NBS concept, knowledge of multiple languages, and having worked with a multiple variety of stakeholders were also highlighted as desirable elements. Experience in grant and project writing, cross-disciplinary working style and right-based approach proven experience were other requested factors. In terms of competences, having a person with empathy and great negotiation and facilitation skills and strategic thinking was stressed.

**2. Grass-root organisation scenario: grass-root organisation targeting/or run by indigenous people or with traditional/local skills.**

In this scenario, they were looking for an applicant that understands the dynamics of the community and the territory. Being part of the community was an asset, although not a requirement. Since the NBS term might be quite novel and confusing in some regional and local contexts, the applicant should try to be flexible and sometimes avoid the term and use other familiar vocabulary. The applicant should be aware that the power of the decision process should always remain in the community. Experience in co-creation processes, right-based approaches, and land tenure law was considered important. In terms of skills, openness to listen, ability to conceptualise necessities, positive attitude and motivation were pointed as desirable. Some interesting open questions came up such as the need of an NBS expert or just someone eager to learn and with basic related knowledge in this field.

**3. NBE/Private Sector scenario: Nature-based enterprise implementing NbS infrastructure type 3 on the ground.**

In this group, the open job application was for a senior level as well but emphasising that the applicant should have 3-5 years of recent experience in the field. In relation to educational background, landscape architect, environmental engineer, forester, agronomist, or urban ecologist were mentioned. In terms of technical skills: digital skills like GIS, AI, BIM, regional ecosystems knowledge, project management, circular thinking, technical drawings, and calculations, applied physics, budget management, public processes experience, pest management experience were mentioned. In relation to soft skills, good communication skills, experience working with a variety of target groups, leadership, team player, negotiation skills to deal with ego issues, ambition and motivation, system thinking and vision integration, continuous learning, and capacity to face complex issues, were mentioned.



#### 4. Local government scenario: consultancy service to develop a NBS plan.

In this case, the application was for a professional with a Master or equivalent title and several years of related experience. In terms of competences, it was identified: team player, empathy, processes coordination, flexibility, and adaptability. As technical skills it was highlighted: sound knowledge on policy analysis, planning, nature finance, GIS, and design). The professional should be equipped to advocate for NBS multifunctional benefits, and able to translate theory into practice.

To close the workshop, the participants were asked to shortly respond to the Slido question: What needs to be improved in higher education curricula (both syllabus and pedagogic approaches)?

Participants highlighted again the need of soft skills training, specifically those related to negotiation, conflict solving and interpersonal communication. Transdisciplinary was mentioned several times as well. Finally, knowledge in participatory approaches, especially those related to marginalised groups and a basic understanding of NBS planning and design processes were suggested as important elements.

The key messages from this workshop are listed below:

- **Technical Skills:** Each scenario emphasises the importance of technical skills related to the specific field. Skills like GIS, project management, ecosystem knowledge, and policy analysis are mentioned in multiple scenarios, highlighting their importance across different contexts.
- **Soft Skills and Competencies:** Soft skills such as communication, leadership, empathy, negotiation, and flexibility are highly valued across all scenarios. These skills are essential for effective collaboration, community engagement, and successful implementation of NBS projects.
- **Understanding of NBS Concepts:** While not explicitly stated in all scenarios, a general understanding of Nature-Based Solutions (NBS) concepts is implied or directly mentioned as desirable. This understanding helps applicants navigate the complexities of integrating NBS into various sectors and communities.
- **Community Engagement and Empowerment:** Whether it's advocating for the inclusion of NBS in cross-sector policies or working directly with indigenous communities, all scenarios highlight the importance of community engagement and empowerment. Understanding community dynamics, listening skills, and a right-based approach are consistently mentioned.
- **Adaptability and Continuous Learning:** The need for adaptability, openness to learning, and continuous improvement is evident across all scenarios. Given the evolving nature of NBS and the diverse contexts in which it operates, applicants are expected to be flexible and committed to ongoing learning and development.

# Appendices

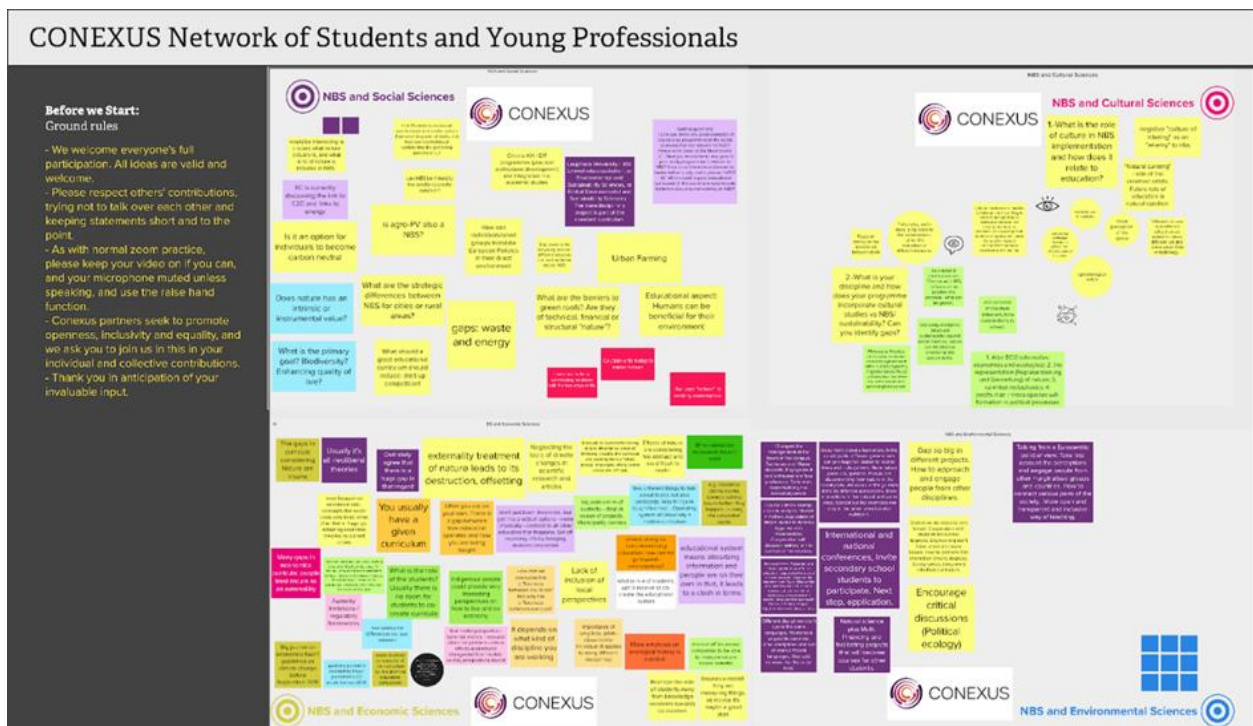
## Agenda and MURAL Results Studienstiftung des deutschen Volkes e.V – ‘Sustainable Europe’ workshop



### EVENT AGENDA

Duration: 1:30 hour

- a) welcome to Lisbon - short introduction to its green infrastructure, ecosystem services and nature-based solutions (**Duarte Mata, CML**);
- (b) why and what are NBS - and EC policy agenda (**Tiago Freitas, EC**);
- (c) brief introduction of Conexus (**Tom Wild, University of Sheffield**) and of curricula building task (**Daniela Rizzi, ICLEI**);
- (d) introduction to the breakout rooms (**Roger Roja Vallejo, ICLEI**) (split the larger group and explain how Miro works, 5')
- (e) 4 Breakout Sessions (30') - social, cultural, environmental, economic aspects
- (f) Plenary Room: Key messages from breakout rooms and questions (15')
- (g) Closing remarks and announcements (10')





## Screenplay and MURAL Results of the Bogota Workshop

### Date and time:

Wednesday 1 December 2021, 16:55 CET - 18:00 CET (12:55 BRT - 14:00 CET)

### Venue:

Online via Zoom.

Registration required: <https://forms.gle/U576JWHMP1TusJ4h7>

### Background:

CONEXUS context for the workshop: Part of **Task 1.3 (a) (ICLEI with OPPLA supported by FAO/Lali)**.

As part of the Bogotá Workshop (a consortium-internal exchange) task 1.3(a) will focus on the screening of professional skill gaps on NBS to give task leaders and partners a basis for the design of a skill gap questionnaire.

The answers of the questionnaire will feed into a deliverable (Report of Skill Gaps), due in **May 2022**.

### Dynamic of the workshop (pressure-cooker approach and three breakout rooms):

The pressure-cooker workshop format allows for fast-paced interactions and discussions around topics that participants bring with them around guided questions. It aims to ensure that interactions are timely and cover different topics.

The registrants for the Bogotá Conference will be split in 3 breakout rooms, which will run in three different languages (English, Spanish and Portuguese). The number of participants of each room will have a balance, as much as possible, considering people's language proficiency.

### Goals of the workshop:

- To screen with CONEXUS partners the professional skill gaps related to NBS in three professional fields (environmental; social/cultural; and economic).
- Moderate discussions around skill gaps considering 6 of the societal challenges mentioned in the [NBS Indicator Handbook](#).
- The societal challenges we will work with are: Climate Resilience, Green Space Management, Participatory planning and Governance, Social Justice and Cohesion, Health and Wellbeing, New Economic Opportunities and Green Jobs.

### Outcomes from the workshop:

- Identification of professional skill gaps on NBS to feed into the design of a questionnaire. The task leader will reach out to other consortia and professional bodies with the questionnaire to produce a Report on Professional NBS Skill Gaps, due in May 2022.

## Screenplay

DURATION	TIME	SESSION TITLE	ACTIVITY / MODERATOR
15'	16.55	<b>Welcome words, Introduction, Objectives, Mural rules</b>	<p>PowerPoint Presentation (<b>Daniela</b>)</p> <p>Explain the Mural board dynamics to all registrants (<b>Roger</b>)</p> <p>Paste links of the three different MURAL boards on the chat and wait till all participants have arrived to each Breakout Room (<b>Roger</b>)</p>
8'	17.10	<b>Split up in Breakout Rooms</b>	<p>Once inside of the BR explain the timer function (<b>Each moderator: Roger, Daniela and Roberto</b>)</p> <ul style="list-style-type: none"> <li>- <b>Share your screen to show your MURAL</b></li> <li>- <b>Click the record icon</b></li> </ul> <p>Process:</p> <ul style="list-style-type: none"> <li>- All together we will cover skill gaps related to 6 topics</li> <li>- We will have 7 minutes to discuss each topic.</li> <li>- A timer will indicate to us when the time has finished and we need to move to the next topic. Respect the time.</li> <li>- Mention that there is an option Other in case people want to add input at any time about a topic not included in the board.</li> <li>- Participants are welcome (and encouraged) to explain more in detail their sticky notes while the rest listens to and continues adding input</li> <li>- Respect the color code of the stickers</li> <li>- Paste the stickers in their respective field (economic, environment, social) Make them smaller or bigger if needed</li> </ul>
7'	17.18	<b>Discussion of the topic Climate resilience</b>	Start the timer for 7' ( <b>Moderator</b> )
7'	17.25	<b>Discussion of the topic Green Space Management</b>	Start the timer for 7' ( <b>Moderator</b> )
7'	17.32	<b>Discussion of the topic Participatory planning and Governance</b>	Start the timer for 7' ( <b>Moderator</b> )



7'	17.39	Discussion of the topic Social Justice and Cohesion	Start the timer for 7' (Moderator)
7'	17.46	Discussion of the topic Health and Wellbeing	Start the timer for 7' (Moderator)
7'	17.53	Discussion of the topic New economic opportunities and Green Jobs	Start the timer for 7' (Moderator)
0'	18.00	Thank you all	Each moderator thanks the attendees for their engagement (each moderator)

**Bogota Workshop**

Discusses:

- The ICLEI-led session will be part of Task 1.3 (a) ICLEI on the lead with OPPLA (supported by FACILIT)
- GoE: Map skill gaps on NBS according to the perceptions of CONEXUS partners and also asking CONEXUS cities what kind of NBS skills they miss in their staff's repertoire.

**SETUP**

27 1 hour and 5 minutes

Some examples:

- Does an engineer take into account indigenous knowledge when creating an artificial wetland?
- (Green Space - Environmental pillar)
  - Do psychologists consider NBS as potential tool to treat some psychological sicknesses? (Health - Social)
- Are enough resources allocated to professionals in charge of incentivising participatory processes in the creation of an NBS action plan? (Participation - Economic)

**SUSTAINABLE DEVELOPMENT**

PEOPLE	PLANET	PROSPERITY
PLACE REGENERATION	CLIMATE RESILIENCE	NATURAL & CLIMATE ECOSYSTEMS
KNOWLEDGE & SOCIAL CAPACITY BUILDING	WATER MANAGEMENT	NEW ECONOMIC OPPORTUNITIES & GREEN JOBS
PARTICIPATORY PLANNING & GOVERNANCE	GREEN INFRASTRUCTURE MANAGEMENT	
SOCIAL JUSTICE & SOCIAL COHESION	BIODIVERSITY	
HEALTH & WELLBEING	AIR QUALITY	

**Professional Field: NBS & Social and Cultural Sciences**

12 societal challenges

- Knowledge and Social Capacity Building for Sustainable Urban Transformation
- Participatory Planning and Governance
- Water Management
- Nature and Climate Resilience
- Green Space Management
- Disability
- Air Quality
- Place Regeneration

**Professional Field: NBS & Environmental Sciences**

Green Space Management refers to the planning, establishment and maintenance of green and blue infrastructure in urban areas. It also refers to the quality, equity and distribution of green infrastructure, as well as to green space accessibility.

New Economic Opportunities and Green Jobs refers to the potential of NBS to create new economic opportunities and jobs in the green sector by enabling low-carbon, resource-efficient and socially inclusive economic growth.

Participatory Planning and Governance refers to the identification and setting of urban-based policies involving new forms of planning and governance approaches that allow for innovation and continuous learning, institutional space for open, mutual dialog, collaboration and citizen participation in environmental decision-making.

Social Justice and Social Cohesion refers to the notion of environmental justice, involving equal access to neighbourhood green spaces in building urban cohesion (e.g., bridging and bonding social capital) towards the cultural integration of migrants, refugees, ethnic groups, low-income, vulnerable and/or disabled, etc.

Climate Resilience refers to the impacts of climate change through the provision of ecosystem services. Also identifying the benefits of NBS and green infrastructure (e.g., carbon storage and sequestration, temperature regulation, etc.) and the benefits of NBS as natural greenhouse gas sinks (e.g., through the provision of passive cooling, shading and/or water treatment, and the benefits of NBS on temperature and human comfort).

**Other**

**English Room**

**Professional Field: NBS & Economic Sciences**

**Bogota Workshop**

Description: Esta sesión fue parte de la Tarea 1.3 (a) liderada por ICLEI y OPPLA en colaboración con FAO y LALI.

Objetivo: Mapear las brechas de habilidades en SBN de acuerdo con las percepciones de los participantes del CONEXUS, preguntando a los ciudades que tipo de habilidades en SBN están faltando en la experiencia de sus funcionarios.

SETUP: 15 1 hour and 5 minutes

Algunos ejemplos:
 

- Un ingeniero tiene en cuenta los conocimientos indígenas al crear una zona húmeda artificial (Espacio Verde - Pilar ambiental)
- Os psicólogos consideran a SBN como un instrumento potencial para tratar alguna dolencia psicológica? (Saúde - Social)
- Si los atributos recursos suficientes a los profesionales encargados de incentivar los procesos participativos en la creación de un plan/ acción SBN? (Participación - Económica)

**Campo profesional: Sbn & Ciências Sociais e Culturais**

**Campo profesional: Sbn & Ciências Ambientais**

**Sala Português**

**Campo profissional: Sbn & Ciências Económicas**

**SUSTAINABLE DEVELOPMENT**

PEOPLE: POLICY REFORMATION, KNOWLEDGE & SOCIAL CAPACITY BUILDING, PARTICIPATORY PLANNING & GOVERNANCE, SOCIAL JUSTICE & SOCIAL COHESION, HEALTH & WELLBEING

PLANET: CLIMATE RESILIENCE, WATERS MANAGEMENT, GREEN SPACE MANAGEMENT, BIODIVERSITY, AIR QUALITY

PROSPERITY: NATURAL & CLIMATE FINANCING, NEW ECONOMIC OPPORTUNITIES & GREEN JOBS

12 societal challenges: Knowledge and Digital Capacity Building for Sustainable Urban Transformation, Participatory Planning and Governance, Climate Resilience, Water Management, Nature and Climate Resilience, Great Spaces Management, Health and Wellbeing, New Economic Opportunities and Green Jobs, Gender Equality, Air Quality, Peace Resilience.

Planes consider the 12 societal challenges to reflect an NBS professional skill gap.

El grado de espacio verde refiere a su planeamiento, establecimiento y transición de infraestructura verde a escala de barrio urbano, barrio o distrito de área verde-azul con ecosistemas urbanos bien conectados a nivel de ciudad.

La política social y el estado social reflejan en parte el grado de participación, empoderamiento, justicia social y equidad de género en la participación de los actores sociales por separado, y en el grado de cohesión social y integración cultural de grupos sociales empoderados, como mujeres, indígenas, personas con discapacidad, etc.

El bienestar climático se relaciona con el impacto de eventos climáticos extremos, la provisión de servicios ecosistémicos, la resiliencia de los ecosistemas y los servicios de regulación de gases de efecto invernadero que ayudan a reducir el calentamiento global y a adaptarse a los impactos del SBN en la temperatura y el nivel del mar.

**EXPLORING THE IMPACT OF NATURE-BASED SOLUTIONS**

**Bogota Workshop**

Description: Esta sesión forma parte de la Tarea 1.3 (a) liderada por ICLEI y OPPLA en colaboración con FAO y LALI.

Objetivo: Mapear las brechas de habilidades en NBS de acuerdo con las percepciones de los socios de CONEXUS y también pregunte a las ciudades de CONEXUS que tipo de habilidades de NBS faltan en la experiencia de su personal.

SETUP: 33 1 hora 5 minutos

Algunos ejemplos:
 

- Un ingeniero tiene en cuenta los conocimientos indígenas a la hora de construir un humedal artificial (Green Space - Environmental pillar)
- Los psicólogos consideran NBS como un posible tratamiento para enfermedades mentales? (Health - Social)
- Si existen suficientes recursos a los profesionales a cargo de incentivar los procesos participativos en la creación de un plan/ acción de NBS? (Participación - Económica)

**Campo profesional: NBS y Ciencias Sociales y Culturales**

**Campo profesional: NBS y Ciencias Ambientales**

**Spanish Room**

**Campo profesional: NBS y Ciencias Económicas**

**SUSTAINABLE DEVELOPMENT**

PEOPLE: POLICY REFORMATION, KNOWLEDGE & SOCIAL CAPACITY BUILDING, PARTICIPATORY PLANNING & GOVERNANCE, SOCIAL JUSTICE & SOCIAL COHESION, HEALTH & WELLBEING

PLANET: CLIMATE RESILIENCE, WATERS MANAGEMENT, GREEN SPACE MANAGEMENT, BIODIVERSITY, AIR QUALITY

PROSPERITY: NATURAL & CLIMATE FINANCING, NEW ECONOMIC OPPORTUNITIES & GREEN JOBS

12 societal challenges: Knowledge and Digital Capacity Building for Sustainable Urban Transformation, Participatory Planning and Governance, Climate Resilience, Water Management, Nature and Climate Resilience, Great Spaces Management, Health and Wellbeing, New Economic Opportunities and Green Jobs, Gender Equality, Air Quality, Peace Resilience.

Planes consider the 12 societal challenges to reflect an NBS professional skill gap.

El grado de espacio verde se refiere a la planeación, el establecimiento y el mantenimiento de la infraestructura verde y azul en las áreas urbanas, barrio o distrito de área verde-azul con ecosistemas urbanos, así como con la conectividad de los espacios verdes.

Las brechas Operacionales Económicas y los Recursos Humanos se relacionan con el personal de SBN para crear nuevas oportunidades económicas y empleo en el sector verde al permitir el crecimiento económico con los planes de acción, enfocados en el cual se los recursos y el personal necesarios.

La política social y el estado social se relacionan con el grado de participación, empoderamiento, justicia social y equidad de género en la participación de los actores sociales por separado, y en el grado de cohesión social y integración cultural de grupos sociales empoderados, como mujeres, indígenas, personas con discapacidad, etc.

El bienestar climático se relaciona con el impacto de eventos climáticos extremos, la provisión de servicios ecosistémicos, la resiliencia de los ecosistemas y los servicios de regulación de gases de efecto invernadero que ayudan a reducir el calentamiento global y a adaptarse a los impactos del SBN en la temperatura y el nivel del mar.

**EXPLORING THE IMPACT OF NATURE-BASED SOLUTIONS**

# Agenda and Presentation of the Sao Paulo Workshop



## Dynamics of the Workshop

- Presentation of the preliminary results of the Skills Gap Report
- Presentations from TUM & USP
- After the presentations there will be 2 rounds of discussion with the panelists and the participants
- Participants will be have the opportunity to add their recommendations to address NBS in higher education programmes with post-its during the panelist discussion and during the participants discussion
- Mentimeter to collect final impressions



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### NbS Professional Skill Gaps

Emerging lessons

Priscila Franco Steier  
ICLEI Europe  
São Paulo, 26 of May, 2022



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[conexusnbs.com](http://conexusnbs.com)





**Prof. Dr. Stephan Pauleit**

Chair for Strategic Landscape Planning and Management -TUM

Transdisciplinary research and interdisciplinary education: advantages and challenges in NbS higher education.

**Prof. Dra. Denise Duarte**

Department of Architecture Technology - FAU/USP

Cross-sector collaboration and students protagonism: impacts on NbS research & education.



## Screenplay, Draft Scenarios and Results of the Turin Workshop

### **Date and time:**

26th of October

### **Venue:**

Torino Urban Lab, piazza Palazzo di Città 8f

**Topic:** *NbS Professionals of the future - simulating market needs in different scenarios*

### **Background:**

This Curricula-Changing Workshop is the last one of a series of three workshops which followed the rationale of exploring: (i) students perspectives; (ii) professionals perspectives; and (iii) market perspectives. Tapping on the diversity of organizations engaged in CONEXUS consortium, this third Curricula Changing Workshop will simulate what are the required qualifications of NBS professionals under different scenarios from the market perspective. It is relevant to mention that “knowledge and interpretation of nature by indigenous people, their cosmovision and local culture” has central importance on this task especially with regards to the CELAC context and was not yet approached by the previous Curricula-Changing Workshops. For this reason, the workshop will be framed by different scenarios, one of which simulating a CELAC setting addressing indigenous people.

### **Goals of the workshop:**

- Simulate market needs in different setting of Europe and Latin America;
- Based on the simulation, identify required qualifications of NBS professionals of the future;
- Provide insights for outputs for proposing the revision of professional educational curricula in different fields and levels of education.

### **Dynamic of the interactive workshop:**

The workshop will be divided in three parts: (i) set a hypothetical scenario of a NbS organization or choose among one of the template; (ii) propose a job description for hiring a NbS professional under the chosen scenario; (iii) plenary discussion on each of the scenarios/job descriptions.

- A template form covering parts I and II will be provided.

### **Expected outcomes from the workshop:**

- The outputs of this internal workshop will inform the Report on Curricula-building Workshops (D.1.6).
- Support recommendations for NBS capacity-building programmes and skill-building curricula in higher education and Continued Professional Development (CPD) programs, by exploring market needs for future NBS professionals.

## Screenplay (2 hours)

DURATION	SESSION TITLE	ACTIVITY / MODERATOR
10'	<b>Welcome words, Introduction, Objectives</b>	Distributing the template and presenting the different hypothetical organizations  <b>Priscila &amp; Roger</b>
5'	<b>Ice-breaker: Mentimeter to know who is in the room</b>	Name your hypothetical organization and indicate its sector. Participants are welcome to suggest sectors other than the ones on the template.  <b>Roger</b>
15'	<b>Part I: Description of organization profile and setting (small group exercise)</b>	Exercise to be done by participants  <b>Support - Priscila, Roger and USFD</b>
20'	<b>Part II: Simulating market needs (small group exercise)</b>	Participants should provide a job description related to the organization profile and the context set.  <b>Support - Priscila, Roger and USFD</b>
10'	<b>Break</b>	
30'	<b>Part III: Sharing insights of the exercises (plenary discussion)</b>	<b>Guiding questions:</b> <i>a) What are the different scenarios presented?</i> <i>b) Do they cover a wide range of plausible futures in both Latin America and Europe?</i> <i>c) How could the syllabus be improved to support the development of future NbS professionals and careers?</i> <i>d) Which pedagogical approaches would be beneficial for the development of future NbS professionals?</i>  <b>Support - Priscila, Roger and USFD</b>
10'	<b>Mentimeter (individual exercise)</b>	<b>Guiding Questions:</b> <i>a) In your opinion, what needs to be improved in higher education curricula (both syllabus and pedagogic approaches)?</i> <i>b) What needs to be improved in continuous professional development curricula (both syllabus and pedagogic approaches)?</i> <b>Support - Priscila, Roger and USFD</b>



20'	<b>Wrapping-up workshop results</b>	Summarize the discussion and communicate take away messages  <b>Priscila</b>
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**Topic: *Nbs Professionals of the future - simulating market needs under different scenarios***

**Background:**

This Curricula-Changing Workshop is the last one of a series of three workshops held as part of T.1.3.b. Following the rationale of exploring (i) students perspectives; (ii) professionals perspectives; and (iii) market perspectives and tapping into the diversity of organizations engaged in CONEXUS consortium, this third Curricula-Changing Workshop will simulate from the market perspective what are the required qualifications of NBS professionals under different scenarios. It is relevant to mention that “knowledge and interpretation of nature by indigenous peoples, their cosmology and local culture” has central importance on this task especially with regards to the CELAC context and was not yet approached by the previous Curricula-Changing Workshops. For this reason, the workshop will be framed by different scenarios, one of which simulating a CELAC setting addressing indigenous peoples.

**DRAFT FORM**

**Part one: Scenarios**

*Below you will find a few template scenarios setting a context upon which you will propose a Job Description. Please feel free to shape your own scenario or select one from the templates below.*

**I. Grass-root organization scenario: grass-root organization targeting/or run by indigenous people or with traditional/local skills.**

Your company is a grass-root organization working with on the ground implementation of Nature-based solutions. You are hiring professionals to implement a NbS project in a peri-urban area inhabited by displaced indigenous people in a Latin America city. This is a partnership with the local community that has been seeking funds to implement their projects.

**II. NBE/Private Sector scenario: Nature-based enterprise implementing NbS infrastructure type 3 on the ground**

Your business, specialized in implementation and maintenance of type 3 NBS, is hiring professionals to design and install NbS for disaster risk reduction and improvement of life and well-being.

**III. Local government scenario: consultancy service to develop a NBS plan**

The local government of a municipality decides to hire a consultancy service to develop a plan that focuses on integrating Nature-based Solutions. The consultancy works closely with local experts, community members, and relevant stakeholders to assess the current state of the municipality and identify ways to incorporate NbS such as green infrastructure, urban parks and sustainable drainage systems to enhance resilience, biodiversity, and overall quality of life in the area. Describe the desired profile(s) of the consultancy team to be hired.

**IV. International organization: advocacy for integrating NBS into policy**

An international organization is seeking a professional advocate to promote the integration of Nature-based Solutions and biodiversity into policies worldwide. This individual will engage with local, national, regional, and global stakeholders to encourage proactive actions that prioritize sustainable practices and protect ecosystems. Considering the disputes around the concept and operationalisation of NbS, this organization seeks to bring environmental justice and rights-based approach to the center of the debate. The organization has a large traction and network with major indigenous people organized groups and social movements.

## Part II: Job description

*Considering the scenario that you shaped or chose, please provide a short job advertisement specifying job level as well as desired education background, previous experience, required skills and competences. See below a proposed structure to support you.*

### Job description

1. Job location:
2. Job level (closed answers: entry-level, intermediate or experienced, first-level management, middle management, executive or senior management):
3. Your mission (Describe briefly the setting and the role of the position):
4. Profile (describe the desired profile):
5. Qualifications: (i) select the main categories of education level and background, and technical/soft skills, (ii) describe the desired education background, as well as relevant technical skills and competences:  
Proposed categories

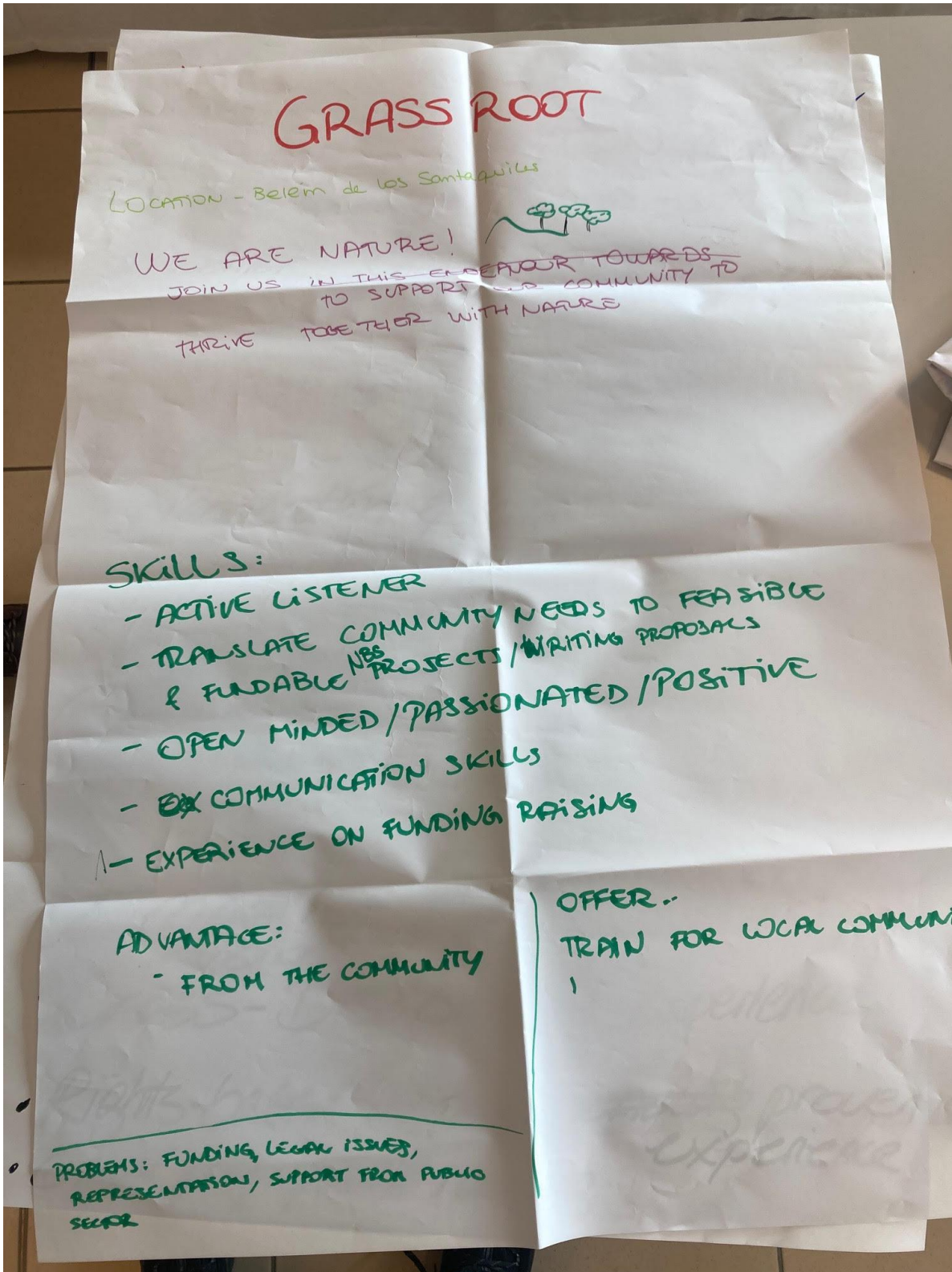


ector policies





Grass-root organization scenario: grass-root organization targeting/or run by indigenous people or with traditional/local skills.



NBE/Private Sector scenario: Nature-based enterprise implementing NbS infrastructure type 3 on the

ground



Local government scenario: consultancy service to develop a NBS plan



**PROFILE** YOU ARE OUR ADVOCATE FOR A NEW 'NATURE-BASED SOLUTIONS' PLANNING FRAMEWORK.

WORKING IN A DYNAMIC MULTIDISC. TEAM YOU WILL COORDINATE THE DEVELOPMENT OF A NEW 'NBS' PLANNING FRAMEWORK FOR THE CITY. A FLEXIBLE + ADAPTABLE TEAM PLAYER, YOU HAVE EXCELLENT **PRIORITISATION, COORDINATION + COMMS. SKILLS.** YOU WILL BE ABLE TO APPLY THESE SKILLS **PRAGMATICALLY** WORKING WITH

CONSULTANTS AND COLLEAGUES, USING ALSO YOUR TECH. UNDERSTANDING OF GIS + PLANNING + DESIGN/PRESENTATION, YOU'LL USE YOUR **POLITICAL AWARENESS + EXPERIENCE** AS OUR KEY ADVOCATE FOR NBS IN CITY 'X'

**YOU WILL BE**  
 LOCATION: CITY DEPT [OFFICE + HOME]  
 JOB LEVEL: **MASTERS** OR **AT LEAST HONORARY WITH MASTERS EQUIV. SEV. YR EX PERL ENCE**  
 + **QUAL.** PLANNING / LANDSC / ENV

**MISSION**

to create the framework to deliver a spatial plan for NBS at city scale leading to the support of consultant services and in conjunction with team members.

MULTI-DISC. TEAM COORD. PLAN FRAMEWORK

PROFILE TEAM FBX

PRIORITISE + COORD. PROCESS

TECH SKILLS INC. PLAN - GIS - DESIGN BUT NOT A SPECIALIST

ADVOCATE TO SELL NBS MULTIF. + BENEFITS POLICAL + FIN. AWARENESS

Handwritten notes on a sticky note:  
 • GIS - spatial planning  
 • planning  
 • NBS  
 • multi-disciplinary  
 • coordination  
 • communication  
 • presentation  
 • design  
 • GIS

Handwritten notes on a sticky note:  
 - TECH - GIS  
 - POL - ADVOCATE  
 - PLANNING - COORDINATION  
 - NBS - MULTIF. + BENEFITS  
 - ECUN - POLITICAL  
 - FLEX - ADAPTABLE  
 - COMMUNICATION

Handwritten notes on a sticky note:  
 • SKILLS IN TEAM  
 • WORKING WITH  
 • POLITICAL + FIN. AWARENESS



SLIDO Results

slido

Turin Workshop Working groups photos



# Project Partners



## CONEXUS

Urban nature connects us  
 Conectados por la naturaleza urbana  
 Conectados pela natureza urbana



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