

## NBS EduWORLD - Project Education Learning Unit Template

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### Learning Unit (LU) Planning Template - High Level Overview

Name of Learning Unit (LU) Topic		Financing for Nature-based Enterprises: PART II TYPES OF FINANCE					
NBS Context (e.g. urban rural, coastal)	NBS keywords <b>complete checklist at the end of the document</b>	Other Keywords (topics other than NBS) <b>add in Other below</b>	Linked or complementary concepts to NBS (to assist curriculum integration)	Prior learner knowledge of NBS (high, moderate, low/none)	Prior instructor knowledge/ skills/ competences of NBS or equivalent	Key EU NBS resources used (for instructor preparation) include link	Type of LU - lecture, workshop, field trip/site visit, case study
any	NbE		Professional	low	Low		Lecture
Target academic subject / discipline / professional area or group	Target learners/ groups [age range of learners] if applicable	Min/ Max # of learners (if applicable)	Sector (e.g, professional, higher education, community)	Prerequisites required of learners if applicable (education)	EQF (European Qualifications Framework) level (or Irish NFQ) indicative only	Time for LU (aim is 50 minutes per learning unit)	Course delivery format (e.g. in-person, hybrid, online)
<b>Business Sustainability</b>	<b>Professional</b>	<b>n/a</b>	<b>Professional</b>	<b>None</b>	EQF 6 - Irish NFQ 7/8 Ordinary/H	50 minutes	Online
Purpose	To learn about different financing options for Nature-based Enterprises, analyse and apply these in practice.						
LU Summary (2-3 sentences)	Securing financing to set-up and grow a business is one of the most common challenges faced by all companies. In this lesson, we continue our review of financing options for nature-based enterprises. Options for financing of start-ups will be explored as will the differences in financing approaches adopted across different NbE sectors. Participants will reflect and analyse which source of financing is most appropriate to apply to their business taking into account factors such as legal structure, sector and stage of business development.						
Learning Outcome 1	Recap learning from the previous unit about the different factors influencing financing and business models.						
Learning Outcome 2	Explore different types of financing used by nature-based enterprise and evaluate how this differs from financing used by other businesses.						
Learning Outcome 3	Apply the knowledge learned in your own context identifying the type of financing most suitable for your business.						
Learning Outcome 4							

## Activities and Elements of Learning

*Aim that each learning unit include at least 4 activities for an interactive learning experience*

Time (duration of activity, typically 50mins)	Aims - linked to NBS concepts or topics)	Link to Learning Outcome	Learning Activity [PPT Slide # - if applicable]	Teacher action/ activity (Learner action/activity)	Confirmation of learner's learning (assessment of learning)	Link to online NBS resources	Offline resources and materials (e.g. post-its,)
00:10 (10 min)	Explore	1,2	#1-9	Present context	Followed by activity confirming	See resources	
00:20 (10 min)	Apply learning	3	#10	Activity: Group or	#10 Interactive activity applying		Break-out
00:30 (10)	Understand	1,2	#11-14	Explanation of	Examples followed by learning	See resources	
00:40 (5)	Apply learning	3	#15	Activity: Group or	#15 Activity applying learning to		Break-out
00:45 (5)	Reflect on	3	#16-18	Presentation and	Reflections added in chat / oepn		Chat function

### NBS- Application of Curriculum, Trends and Skills

Curriculum integration (how it may connect to curriculum)							
Teaching & Learning Trends employed  <b><u>Highlight all that apply</u></b>  (Source)	<b>Project-based learning:</b> e.g., students work in groups on a research project on greenhouses and the greenhouse effect, alternatives to waste management or investigate what are the views of their peers on climate change.	<b>Peer learning:</b> e.g., students work in groups, evaluate the work of their peers, or develop assessment questions to assess peers.	<b>Problem-based Learning:</b> e.g., students are introduced to a problem and challenged to find a solution together based on the information provided to them.	<b>Student-centred learning:</b> the learning scenarios are not based on classical instruction by the teacher, but they are expected to actively engage students in the lessons.			

<p>21st Century Skills</p> <p><b><u>Highlight all that apply</u></b></p> <p>(Source)*</p>	<p><b>Creativity:</b> e.g., students think of various solutions for promoting a better lifestyle in their communities or encourage greener solutions to their schools' issues.</p>	<p><b>Information/ Media literacy:</b> students explore examples of NBS, research similar solutions in other communities.</p>	<p><b>Collaboration:</b> e.g., students work in groups and engage in task division to produce outputs.</p>	<p><b>Critical thinking:</b> e.g., students learn that a debate on deforestation or climate change does not consist of two opposing camps only but involves many stakeholders with different perspectives.</p>	<p><b>Communication:</b> e.g., students present their work to the whole class and learn to put forth strong arguments based on facts.</p>
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\*Gras-Velázquez, À., Mulvik, I. B., Campodonio, A., Nada, C. & Pocze, B. (2020) *Nature-Based Solutions in education - Validation report, European Commission, August 2020* [accessed on 25/03/2024 <https://files.eun.org/NBS/NBS-pilot-validation-report-final.pdf>] p.8.

<p>GreenComp - European Sustainability Competency Framework</p> <p><b><u>Highlight all that apply</u></b></p> <p>(Source) 1- Embodying Sustainability Values and 2 - Embracing Complexity in Sustainability (see pp.13-14)</p>	<p><b>1.1 Valuing Sustainability:</b> To reflect on personal values; identify and explain how values vary among people and over time, while critically evaluating how they align with sustainability values</p>	<p><b>1.2 Support Fairness:</b> To support equity and justice for current and future generations and learn from previous generations for sustainability</p>	<p><b>1.3 Promoting Nature:</b> To acknowledge that humans are part of nature; and to respect the needs and rights of other species and of nature itself in order to restore and regenerate healthy and resilient ecosystems</p>	<p><b>2.1 Systems Thinking:</b> To approach a sustainability problem from all sides; to consider time, space and context in order to understand how elements interact within and between systems.</p>	<p><b>2.2 Critical Thinking:</b> To assess information and arguments, identify assumptions, challenge the status quo, and reflect on how personal, social and cultural backgrounds influence thinking and conclusions.</p>	<p><b>2.3 Problem Solving:</b> To formulate current or potential challenges as a sustainability problem in terms of difficulty, people involved, time and geographical scope, in order to identify suitable approaches to anticipating and preventing problems, and to mitigating and adapting to already existing problems</p>
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<p>GreenComp - European Sustainability Competency Framework</p> <p><b><u>Highlight all that apply</u></b></p> <p>(Source) 3- Envisioning sustainable futures and 4 - Acting for Sustainability (see pp.13-14)</p>	<p><b>3.1 Futures Literacy:</b> To envision alternative sustainable futures by imagining and developing alternative scenarios and identifying the steps needed to achieve a preferred sustainable future.</p>	<p><b>3.2 Adaptability:</b> To manage transitions and challenges in complex sustainability situations and make decisions related to the future in the face of uncertainty, ambiguity and risk. generations and learn from previous generations for sustainability</p>	<p><b>3.3 Exploratory Thinking:</b> To adopt a relational way of thinking by exploring and linking different disciplines, using creativity and experimentation with novel ideas or methods.</p>	<p><b>4.1 Political Agency:</b> To navigate the political system, identify political responsibility and accountability for unsustainable behaviour, and demand effective policies for sustainability.</p>	<p><b>4.2 Collective Action:</b> To act for change in collaboration with others.</p>	<p><b>4.3 Individual Initiative:</b> To identify own potential for sustainability and to actively contribute to improving prospects for the community and the planet</p>
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<p>Author and organisation to credit when using the LU</p>	
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**Checklist (tick)**

	<i>Forest Preservation</i>
	<i>Forest Restoration</i>
	<i>Forest enhanced management for woodfuel harvest</i>
	<i>Forest Production</i>
	<i>Grassland Preservation</i>
	<i>Grassland Restoration</i>
	<i>Grassland grazing management</i>
	<i>Coastal Preservation</i>
	<i>Coastal Restoration</i>
	<i>Coastal maintenance of slope vegetation</i>
	<i>Maintenance of coastal, floodplain and riverine vegetation</i>

**used for syllabus or further**

<b>Resource Citation</b>	<b>Link</b>
Useful website on NbS financing	<a href="https://invest4nature.eu/">https://invest4nature.eu/</a>
NbS Financing report	<a href="https://invest4nature.eu/wp-content/uploads/2021/03/NbS-Financing-report-2021.pdf">https://invest4nature.eu/wp-c</a>
List of crowdfunding sites	<a href="https://www.gofundme.com/">https://www.gofundme.com</a>
Types of legal entities in different EU countries	<a href="http://ec.europa.eu/economy_finance/">http://ec.europa.eu/economy_finance/</a>
More information in Ireland	<a href="https://cro.ie/Registration/">https://cro.ie/Registration/</a>
Official website on B-Corp	<a href="https://www.bcorporation.net/">https://www.bcorporation.net</a>
UNEP-WCMC sources of ecosystem restoration final	<a href="https://www.unep.org/press-releases/2021/03/2021-03-23-ecosystem-restoration-final-report">https://www.unep.org/press-releases/2021/03/2021-03-23-ecosystem-restoration-final-report</a>
IAPB Framework for High Integrity biodiversity credit	<a href="https://www.iapb.int/">https://www.iapb.int/</a>
Connecting Nature Enterprise Platform - sector speci	<a href="https://www.connectingnature.com/">https://www.connectingnature.com/</a>

	Agroforestry
	Reduce tillage and carbon restoration practices
	Agricultural intensification
	Urban forests and green spaces
	Urban green roofs
	Climate-change adaptation and mitigation
	Sustainable cities/ sustainable communities
	Re-naturing cities/ re-naturing communities
	Urban regeneration
	Coastal resilience
	Multi-functional watershed management
	Enhancing the insurance value of ecosystems
	Sustainability of the use of matter and energy
	Sustainable development
	Innovating with nature
	Biodiversity
	Nature-based enterprises
	Nature-based entrepreneurship
	NBS and new business and investment models
	Citizen participation, stakeholder/community consultation
	Disaster risk reduction
	Risk management and resilience
	NBS policy development and implementation
	NBS research
	Green infrastructure
	Green finance / sustainable finance
	Ecosystem services and ecosystem-based approaches
	Rural municipal/local authority/government planning
	Coastal municipal/local authority/government planning
	Urban municipal/local authority/government planning
	Improving well-being and quality of life
	NBS and new business and investment models
	NBS and CCAM (Connected, Cooperative and Automated Mobility)
	Other 1: (Please specify)
	Other 2: (Please specify)
	Other 3: (Please specify)


Keywords Source 1: United Nations Environment Programme (2020). The Economics of Nature-based Solutions: Current Status and Future Priorities. United Nations Environment Programme Nairobi., p.5. (keywords above in italics)

Keywords Source 2: Faivre N, Fritz M, Freitas T, de Boissezon B, Vandewoestijne S. (2017)'Nature-Based Solutions in the EU: Innovating with nature to address social, economic and environmental challenges.' Environ Res. 2017 Nov;159:509-518. doi: 10.1016/j.envres.2017.08.032. Epub 2017 Sep 8. PMID: 28886502.

Keywords Source 3: European Commission (2015). *Towards an EU Research and Innovation policy agenda for Nature-Based Solutions & Re-Naturing Cities: Final Report of the Horizon 2020 Expert Group on 'Nature-Based Solutions and Re-Naturing Cities' Full Version. Luxembourg: Publications Office.*





















