

NBS EduWORLD - Project Education Learning Unit Template

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Learning Unit (LU) Planning Template - High Level Overview

	ning Unit (LU)	33. NBS community project management								
Topic	1		unity project man	agement		1				
NBS Context (e.g. urban rural, coastal)	complete checklist at	Other Keywords (topics other than NBS) add in Other below	Linked or complementary concepts to NBS (to assist curriculum integration)	Prior learner knowledge of NBS (high, moderate, low/none) moderate	Prior instructor knowledge/ skills/ competences of NBS or equivalent Moderate	Key EU NBS resources used (for instructor preparation) include link https://unalab.eu/system/files/2020-02/d62-municipal-governance-guidelines-2020-02-17.pdf chrome-extension://efaidnbmnnnibpcajpcglclefindmkaj/https://www.regreen-project.eu/wp-content/uploads/Brief_7-Barriers-and-enablers-in-NbS-governance.pdf https://unalab.eu/system/files/2020-02/d31-nbs-performance-and-impact-monitoring-report2020-02-				
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 form (e.g. in- person, hybr online)			

Municipality workers, NGOs	Municipality workers, NGOs	NA	professional		EQF 6 - Irish NFQ 7/8 Ordinary/	50 minutes / or more Hybrid
Overall Purpose	• •				nd other professionals with tools adders, ensure project sustainabilit	and knowledge how to manage NBS y, and measure impact.
LU Summary (2-3 sentences)	This Learning Unit introduces the essential action areas for effectively managing NBS community projects: how to develop project intervention logic, engage stakeholders, ensure project sustainability, and measure impact. Interactive activities allow learners to practive the application of these actions on hypothetical scenarios of NBS projects.					
Learning Outcome 1	Develop project intervention logic					
Learning Outcome 2	Identify strategies to engage stakeholders in an NBS project					
Learning Outcome 3	Employ adaptive thinking and problem-solving skills in managing NBS projects					
Learning Outcome 4	Select how to monitor the success of an NBS community project					

LU designer resources for writing learning outcomes (click Learning Outcomes - Using Taxonomies tab or pyramid here)

Activities and Elements of Learning

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

							Offline resources
Time (duration	Aims - linked		Learning	Teacher action/			and
of activity,	to NBS	Link to	Activity	activity	Confirmation of learner's		materials
typically	concepts or	Learning	[PPT Slide # -	(Learner	learning (assessment of	Link to online NBS	(e.g. post-
50mins)	topics)	Outcome	if applicable]	action/activity)	learning)	resources	its,)
	Introduction. What is NBS community project management? Reason for it and key action		2 to 4				
	areas.						
,	What is a	1	5 to 7	Facilitated Class	Participants discuss aloud to	Included in PPT	
	project			Brainstorm	collectively finish the task	notes	
	intervention						
	logic and how						
	to develop it.						

00:20 (8 min)	What is stakeholder engagement and co-creation in the project planning phase. What activities can be used to engage stakeholders?		8 to 10		Answers provided aloud / seen on shared screen	Included in PPT notes	
00:28 (12 min)	What do Sustainable Management Strategies entail? What enables NBS project management? How to employ adaptive management?	3	11 to 14	groups (or more)	Discussion in groups and presentation by group representatives to the rest of the learners	Included in PPT notes	
00:40 (10 min)	How to monitor an NBS project?	4	15 to 16	writing three	Everyone shares / could be posted online. Educator can highlight best examples or discuss weaker answers (answers can be submitted anonymously through an online platform) .	Included in PPT notes	

NBS- Application of Curriculum, Trends and Skills

Curriculum
integration (hor
it may connect
to curriculum)

		I			
	Drainat hannd				
	Project-based				
	learning: e.g.,				
	students work				
	in groups on a			Student-	
	research		Duckless becaut		
	project on	D	Problem-based	centred	
	greenhouses	Peer 	Learning: e.g.,	learning: the	
T	and the	. •	students are	learning	
Teaching &	greenhouse		introduced to a	scenarios are not	
<u>Learning</u>	effect,	in groups,	problem and	based on	
<u>Trends</u>	alternatives to	evaluate the	challenged to	classical	
<u>employed</u>	waste	work of their	find a solution	instruction by the	
	management or		together based	teacher, but they	
Highlight all	investigate what	•	on the	are expected to	
that apply	are the views of		information	actively engage	
	their peers on	questions to	provided to	students in the	
(Source)	climate change.	assess peers.	them.	lessons.	
	.			Outrie al	
	Creativity: e.g.,			Critical	
	students think	l., (thinking: e.g.,	
	of various	Information/		students learn	
	solutions for	Media		that a debate on	
	promoting a	literacy:		deforestation or	
21st Century	better lifestyle	students	Collaboration:	climate change	
Skills	in their	explore	e.g., students	does not consist	
	communities or	examples of	work in groups	of two opposing	
Highlight all	encourage	NBS, research	0 0	camps only but	
that apply	greener	similar	task division to	involves many	Communication: e.g., students
	solutions to	solutions in	produce		present their work to the whole
	their schools'	other	outputs.	different	class and learn to put forth strong
(Source)*	issues.	communities.		perspectives.	arguments based on facts.

^{*}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.

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Highlight all that apply im agining and developing alternative alternative sustainable futures and 4 - Acting for Acting for imagining and the face of uncertainty, ambiguity and linking by exploring and linking identify political responsibility and disciplines, accountability for unsustainable behaviour, and demand effective action: To act for improving prospects	European Sustainability Competency	Literacy: To envision alternative sustainable	Adaptability: To manage transitions and challenges in complex sustainability situations and make decisions related	3.3 Exploratory Thinking: To adopt a			
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(see pp.13-14) future. sustainability or methods. sustainability. others. and the planet	•					•	· ·

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NBS Keywords Checklist (tick

<u>here below)</u>				
	Forest Preservation			
	Forest Restoration			
	Forest enhanced management for woodfuel harvest			
	Forest Production			
	Grassland Preservation			
	Grassland Restoration			
	Grassland grazing management			
	Coastal Preservation			
	Coastal Restoration			
	Coastal maintenance of slope vegetation			
	Maintenance of coastal, floodplain and riverine vegetation			
	Agroforestry			
	Reduce tillage and carbon restoration practices			
	Agricultural intensificiation			
	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			
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References for learners (can be used for syllabus or further reading post-LU

Link	
https://unalab.e	u/system/files/2
https://unalab.e	u/system/files/2
	Link https://unalab.e

	Nature-based enterpreneurship	Nature-based enterpreneurship			
	NBS and new business and inv	NBS and new business and investment models			
✓	Citizen participation, stakeholde	er/community consultation			
	Disaster risk reduction				
√	Risk management and resilience	ee			
	NBS policy development and in	plementation			
	NBS research				
	Green infrastructure				
	Green finance / sustainable fina	Green finance / sustainable finance			
	Ecosystem services and ecosys	Ecosystem services and ecosystem-based approaches			
√	Rural municipal/local authority/g	Rural municipal/local authority/government planning			
√	Coastal municipal/local authorit	y/government planning			
\checkmark	Urban municipal/local authority/	government planning			
	Improving well-being and quality	y of life			
	NBS and new business and inv	estment models			
	NBS and CCAM (Connected, C	NBS and CCAM (Connected, Cooperative and Automated Mobility)			
	Other 1: (Please specify)	Project Management			
	Other 2: (Please specify)	Project intervention logic			
	Other 3: (Please specify)	Monitoring			

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.

